MANITOBA

# ANNUAL REPORT

1983

The Department of Education

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# Annual Report
# Department of Education

For the period ending December 31, 1983

# Rapport annuel
# Ministère de l'Education

Pour la période se terminant le 31 décembre 1983

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Winnipeg (Manitoba)

The Honorable Maureen Hemphill
Minister of Education

TO:

THE HONOURABLE PEARL McGONIGAL
LIEUTENANT-GOVERNOR OF MANITOBA

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the Annual Report of the Ministry of Education, for the fiscal year beginning January 1, 1983 and ending December 31, 1983.

Respectfully Submitted,

Maureen Hemphill
Minister of Education

À:

L'Honorable Pearl McGonigal
Lieutenant-gouverneur du Manitoba

Madame,

C'est un privilège pour moi de présenter, pour votre information et pour celle de l'Assemblée législative, le rapport annuel du Ministère de l'Education, pour l'année fiscale commençant le 1er janvier 1983 et se terminant le 31 décembre 1983.

Veuillez agréer, Madame, l'expression de ma considération distinguée.

Le Ministre de l'Education,
Maureen Hemphill

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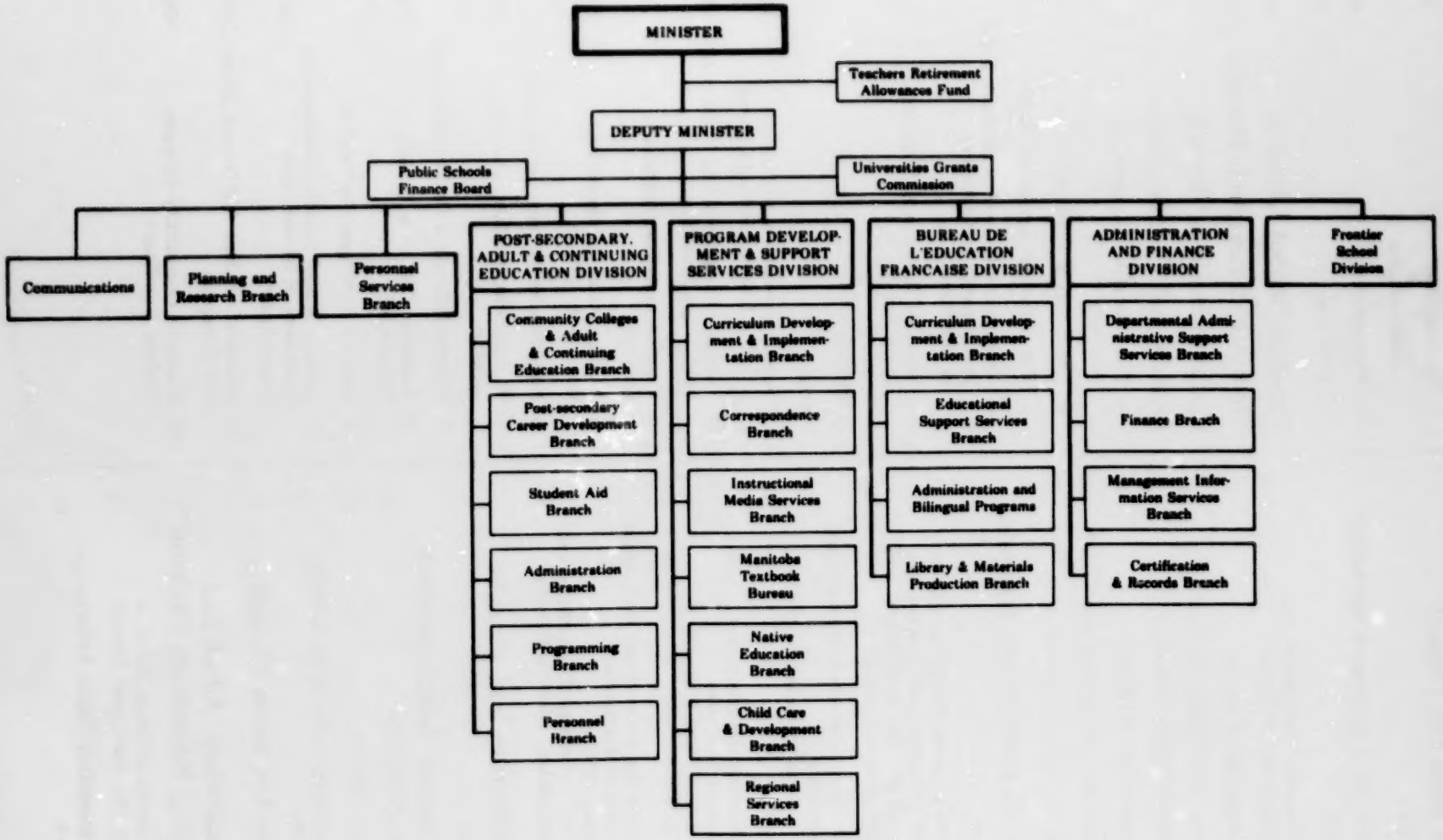
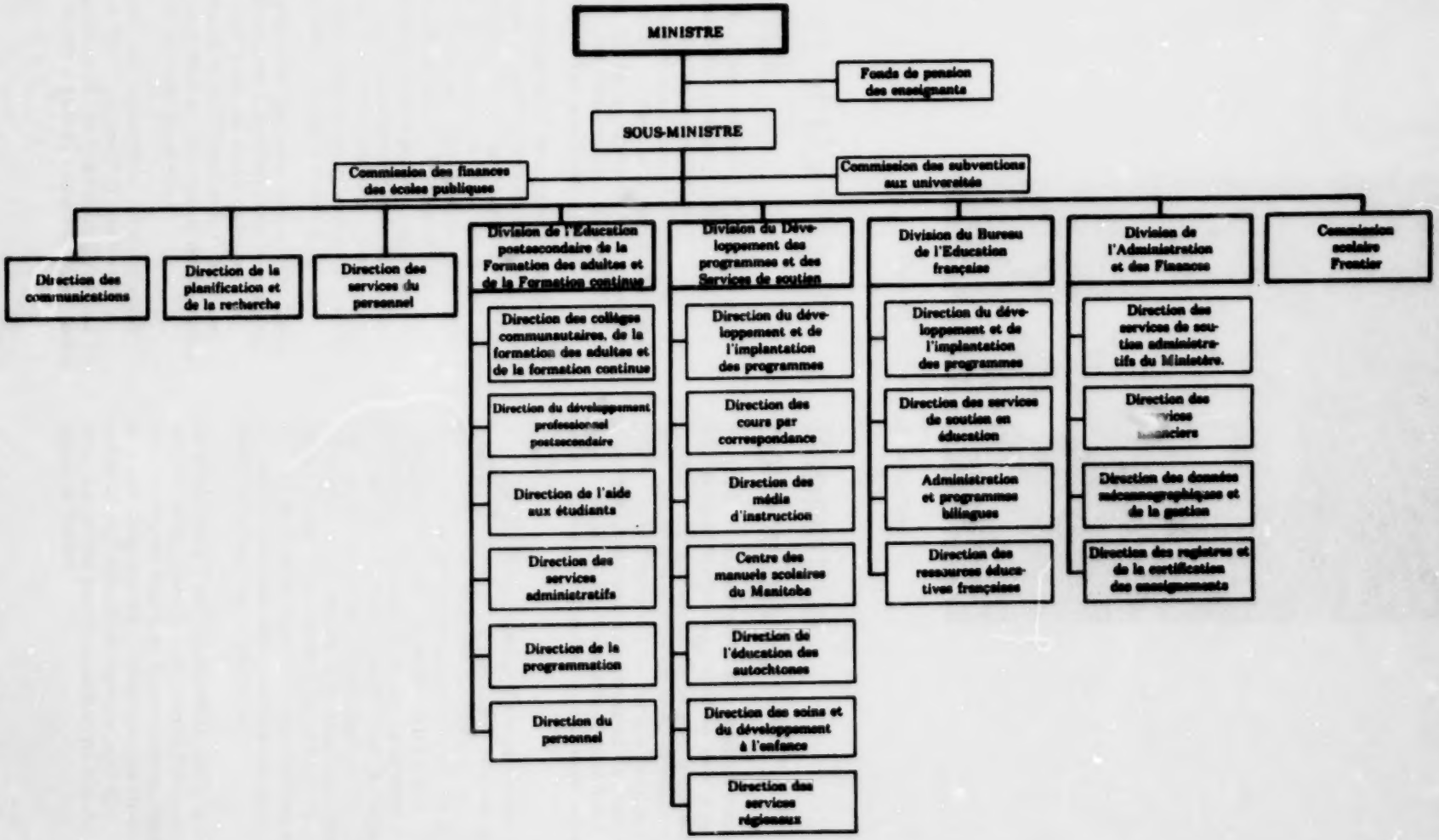

MINISTER
Teachers Retirement Allowances Fund
DEPUTY MINISTER
Public Schools Finance Board
Universities Grants Commission
Communications
Planning and Research Branch
Personnel Services Branch
POST-SECONDARY, ADULT & CONTINUING EDUCATION DIVISION
Community Colleges & Adult & Continuing Education Branch
Post-secondary Career Development Branch
Student Aid Branch
Administration Branch
Programming Branch
Personnel Branch
PROGRAM DEVELOPMENT & SUPPORT SERVICES DIVISION
Curriculum Development & Implementation Branch
Correspondence Branch
Instructional Media Services Branch
Manitoba Textbook Bureau
Native Education Branch
Child Care & Development Branch
Regional Services Branch
BUREAU DE L'EDUCATION FRANCAISE DIVISION
Curriculum Development & Implementation Branch
Educational Support Services Branch
Administration and Bilingual Programs
Library & Materials Production Branch
ADMINISTRATION AND FINANCE DIVISION
Departmental Administrative Support Services Branch
Finance Branch
Management Information Services Branch
Certification & Records Branch
Frontier School Division


MINISTRE
Fonds de pension des enseignants
SOUS-MINISTRE
Commission des finances des écoles publiques
Commission des subventions aux universités
Direction des communications
Direction de la planification et de la recherche
Direction des services du personnel
Division de l'Éducation postsecondaire de la Formation des adultes et de la Formation continue
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Direction du développement professionnel postsecondaire
Direction de l'aide aux étudiants
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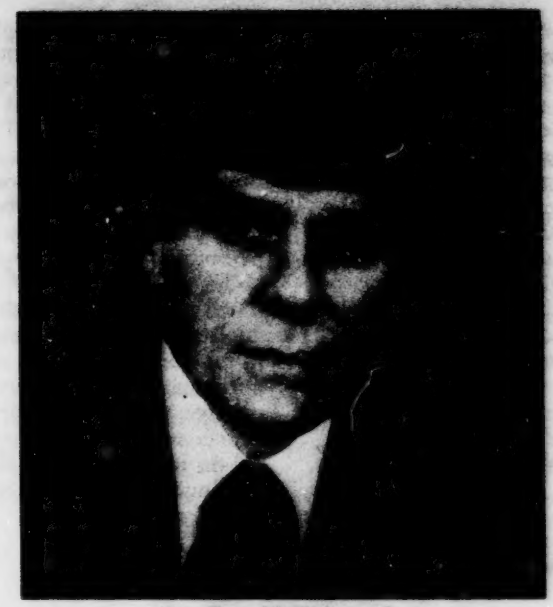
Direction des registres et de la certification des enseignements
Commission scolaire Frontier



Dr. Ronald Duhamel,
Deputy Minister of Education

# Report of the Deputy Minister

In 1983 the Department of Education has consolidated the changes brought in 1982 to its basic organizational structure and activity thrusts. Senior staff is in place and the Department's strength and vitality have been enhanced by the appointment of a number of new managers who bring to the organization eagerness, energy and fresh insight.

During the course of this year, I have noticed an increase in joint activities among divisions and branches of the Department as well as between the Department as a whole and the various educational organizations; the field and the general public. I applaud this initiative. We have made significant gains in reaching an important objective, namely, greater consultation with Manitobans as well as providing them with an opportunity for greater participation in decision making.

The Department has been very active during 1983. Many new initiatives have been put in place, many more are about to be realized. The Computers in Education and the Basic French programs are but two of several initiatives that are now underway.

I recognize the tremendous efforts made by people in the Department to assist me in realizing many of the Department's objectives. I want to pay a special tribute to those indivi-

# Rapport du Sous-ministre

En 1983, le ministère de l'Éducation a consolidé les changements apportés en 1982 à sa structure d'organisation de base et à ses activités. Les cadres supérieurs sont en place et, grâce à la nomination d'un certain nombre de nouveaux directeurs qui apportent de l'enthousiasme, de l'énergie et des idées nouvelles à l'organisation, le ministère se voit renforcé et rafraîchi.

Au cours de l'année passée, j'ai remarqué une hausse dans le nombre d'activités conjointes qui se déroulent entre les divisions et les directions du ministère de même qu'entre le ministère dans son ensemble et les autres organismes éducatifs, le public en général et ceux qui oeuvrent dans le domaine de l'éducation. Je me réjouis de cette initiative. En effet, nous avons accompli de grands progrès dans l'atteinte d'un objectif important: consulter de plus près la population manitobaine et lui assurer une meilleure participation aux décisions prises par le ministère.

Le ministère été très productif en 1983. Il a mis sur pied plusieurs nouvelles initiatives et de nombreuses autres se concrétiseront sous peu. Les programmes d'informatiques en éducation et de Français de base ne sont que deux initiatives parmi plusieurs qui ont été mises de l'avant.

duals who have helped me identify ways and means whereby we can meet government's expectations particularly in these difficult economic times. I believe our staff is a group of highly competent, dedicated women and men who work extraordinarily hard at their duties. I know that in large bureaucracies it is not always possible to convey individually the heartfelt and sincere thanks that I, as chief executive officer, feel is well merited. I would like to take this opportunity to extend my very sincerest appreciation to all Department staff. I look forward to a continued satisfactory and meaningful working relationship in 1984.

Je suis conscient des efforts énormes qu'a déployés le personnel du ministère, efforts qui m'ont aidé à atteindre de nombreux objectifs du ministère. Je tiens à remercier particulièrement ceux et celles qui m'ont aidé à discerner les voies et les moyens à prendre pour que nous puissions répondre aux attentes du gouvernement, surtout dans la conjoncture économique actuelle. Je crois sincèrement que notre personnel est très compétent et très dédié à la tâche. Je sais qu'il est difficile, à l'intérieur d'une administration, de remercier individuellement chaque membre du personnel mais je me dois de préciser, en tant que Sous-ministre, que ces remerciements ont été bien mérités. Je profite donc de l'occasion pour exprimer ma reconnaissance à tout le personnel du ministère. J'espère que nous pourrons continuer à entretenir une bonne relation de travail en 1984.

# Program Development and Support Services Division

This division consists of seven branches. They are Curriculum Development and Implementation, Native Education, Instructional Media Services, Correspondence, Child Care and Development, Regional Services and The Manitoba Text Book Bureau. Each of these branches is reported on separately in the following pages.

## Curriculum Development and Implementation Branch

### Objectives

1. The identification of goals and objectives for the overall K-12 curriculum.
2. The identification and provision of curriculum guidelines and supports for a basic core curriculum.
3. The development and provision of additional curriculum guides and support materials for schools.
4. The provision of programs that will foster multicultural education in the community and the schools.
5. The identification of relevant applications of computer technology in the school system.
6. The continuous review of provincial programs and articulation throughout the education system, public school, and post-secondary.
7. The provision of in-service training, teacher workshops, classroom demonstrations, and assistance in the implementation of new or revised curriculum guidelines.
8. The provision of opportunities to liaise with special area groups, faculties of education and the various educational associations and organizations.
9. The provision of systematic information on student achievement in selected curricular areas to professional educators, government and general public by means of an ongoing assessment program.
10. The provision of assistance to schools and school divisions in the development and delivery of local in-service programs — through financial support, consultation, and on-site intensive programming.
11. The coordination of the ongoing development, delivery, and monitoring of vocational and practical arts programs and services through the provision of consultative and support services to school divisions/districts, the Department of Education and other government departments in matters relating to the planning, delivery system, establishment, operation, funding, and evaluation of practical arts, evening school, vocational, and work education programs.

### Organization

A representative committee structure composed of a Curriculum Policy Review Council and three program review committees (the early years, middle years, and the senior high years) is integrally involved in the program development, implementation and review process. The major provincial organizations in education (the Manitoba Teachers' Society, the Manitoba Association of School Trustees, the Manitoba Association of School Superintendents) along with members of the post-secondary institutions, the Department of Education, and the larger community are represented on the Council and its supporting committees. Department of Education personnel provide the necessary assistance and liaison for the operation of the Council and the committees which meet regularly throughout the year.

### Activities

Curriculum Policy Review Council and Program Review Committees

During the course of the year, Council and committees were involved in a variety of activities related to the school curriculum and its implementation. A number of details are reported under the individual subject headings that follow. Some of the more general highlights are listed below:

- held a joint workshop at which priorities were developed for the most effective implementation of the revised curricula developed over the past number of years;
- recommended that a Review of the Senior High School be undertaken;
- continued meeting with representatives of the Faculties of Education on a variety of subjects but emphasizing implementation responsibilities;

- continued a review on the subject of integration. The Program Review Committees were requested to explore this and contribute their perceptions as to what it meant, how it could be defined, and whether it could be implemented;
- conducted a discussion and review on the subject of gifted education based on existing data;
- discussed and recommended that the Early Years Source Book, "A Time For Learning, A Time For Joy," be revised to include and reflect pertinent additional knowledge on learning development. The Early Years Program Review Committee developed a proposal and time line for the revision.

## English Language Arts

The Senior Years English Language Arts curriculum guide grades 9-11 Interim was distributed in September.

Piloting of the grade 12 portion of the Senior Years curriculum commenced in September and will continue throughout the 1983-84 school year.

The English Language Arts Materials Committee continued its task of reviewing published materials. Some new materials were listed for grades 9-11 and further additions will be made in the spring of 1984. To assist the Materials Committee, a questionnaire was sent to all grade 7-12 English Language Arts teachers in the fall of 1983. This questionnaire asked teachers to rate the current list of literature materials and to suggest other literature titles for the Committee's consideration.

Implementation of the English Language Arts curriculum continued to be a major thrust. More than eighty implementation workshops were conducted throughout the province. Teachers and parents were involved in sessions which focused on orientation, content and methodology and design of instructional materials. In-service sessions were also held at the major educational conferences, at the Small Schools Conference, and at the universities.

As a result, implementation of the grades K-8 curriculum continued to progress well in the majority of school divisions and teacher awareness of the Senior Years curriculum has increased significantly.

## Mathematics

The interim curriculum guide, *Mathematics 204, 201, 200*, was distributed to all schools in February. It was evaluated during the fall and winter. The final form is expected to be distributed to schools for use in September 1984.

The piloting of Mathematics 304, 301, 300 was completed and it was rewritten to reflect the changes suggested by the pilot teachers. The interim curriculum guide, *Mathematics 304, 301, 300*, was distributed to schools in September.

Units 5 and 6 of the Mathematics 201 interim guide and of the *Exercises to Accompany Mathematics 201* were rewritten and distributed to schools.

Draft copies of the textbooks, *Math Matters — Book 2* and *Math Matters Plus — Book 2*, were reviewed by the writing committee and changes suggested. The resulting texts are now available at the Manitoba Text Book Bureau.

The document *Exercises to Accompany Mathematics 301*, was also rewritten and contains many practical applications. It is closely keyed to the interim guide and is available at the Manitoba Text Book Bureau.

A document, Math Matters Plus — Book 1 — *Correlation with the Manitoba Mathematics 101 Guide* was prepared by Nelson Canada, reviewed and amended by the writing committee and published and distributed to schools by Nelson Canada.

In May and June, seven one-day regional orientation in-services for Mathematics 204, 201, 200 were conducted by members of the writing committee and pilot teachers. These in-service sessions introduced grade 11 mathematics teachers to the revised programs.

Problem Solving Handbooks for grades K-2, 3-6, and 7-9 were completed. Workshops were held for the K-2 and 7-9 Handbooks for about 1,000 teachers. Workshops for grades 3-6 are scheduled for 1984. A grade 4-9 Calculator Handbook was completed and distributed to all schools with grades 4-9 classes.

In-service sessions held during the year dealt with instructional techniques, motivational processes, evaluation techniques, and computer software. Several joint science and mathematics meetings were held.

## Computer Education

Extensive curriculum development, revision, and implementation took place in Computer Education during 1983 in response to drastic changes in the technology and needs in the field.

The K-9 Computer Awareness Committee completed production of three draft pilot

guides: K-3, 4-6, and 7-9 Computer Awareness. Twenty pilot schools were selected and pilot teachers were in-serviced in three groups, visited, and provided with resources during their term of pilot.

The 105 Computer Awareness Committee completed their pilot in nine school divisions, revised the document to interim form, and held six implementation workshops throughout the province.

The 205 Computer Science Committee completed the 205 pilot in ten school divisions, revised the document to interim form, and held six implementation workshops in conjunction with the 105 Computer Awareness sessions. The 205/305 Computer Science Committee also revised the 305 curriculum which is being piloted in the 1983-84 school year.

Three new committees were struck by the Minister of Education in response to the MacPherson Report of 1982. These are the Courseware Committee, the Hardware Committee, and the Professional Development Committee. Computer Education Services staff were involved in the organization of these committees and in their work.

Maintenance of the Manitoba Schools Computer Network continued. In 1983, 35 schools were connected to the network for Computer Science, Data Processing, Computer Assisted Learning, and Computerized Student Records. Maintenance of software and consultative support was provided to participating schools.

## Science

Chemistry 200-300 and Physics 200-300 pilot programs were completed and the interim guides were written. Support materials for teachers have been developed for both programs. They are:

- Agriculture: Some Comparisons — Pest Control, Organic and Conventional Farming
- Electricity and Magnetism Activities

In-service programs have been designed to provide general information about implementation and information about special topics or units, e.g., the Agriculture document presentations about the "Production of Food" unit.

The Biology 201-301 courses have been designed and a pilot program began in September. The Biology 200-300 pilot continued during the year. Additional materials, which support the courses, have been identified for piloting. Feedback from pilot schools has been obtained on a regular basis.

Physical Science 201-301 courses were designed and developed.

The main emphasis during the year was the implementation of the Science 100/101 program. Many regional and divisional in-services were held demonstrating the methodology of individualization and motivation.

Workshops at the junior high level were conducted on a wide range of topics: meteorology, reading and language development, scientific inquiry, energy awareness and metrics in science. Special workshops promoted the application of science to technology. Other workshops emphasized opportunities for high school girls in scientific and technical careers.

## Social Studies

The process of implementing the K-9 Social Studies program continued, with numerous in-services throughout the province. A catalogue of non-print social studies resources available from the Department, was developed.

The grade 10 and 11 social studies programs were piloted. The process of developing basic resource material and of developing the interim guides was begun.

The grade 12 World Issues course (optional) preliminary guide was developed and the search for resources was begun.

Currently the emphasis is on implementing the K-9 programs and developing 10-12 programs.

Orientation workshops for the revised K-12 Social Studies curriculum continued both at the divisional/district and individual school level. Workshop leader training sessions were also offered in an attempt to increase the number of local or 'on-site' resource people for social studies. An update of the K-9 Suggested Learning Resources was distributed to schools to further the direct support to classroom teachers.

Direct involvement with students continued with the coordination of a national exchange program for high school — the Interchange on Canadian Studies. Contact continued as well with the Terry Fox Canadian Youth Centre and the Terry Fox Humanitarian Award program.

The Echange Manitoba Exchange program for grades 5 and 6 developed in cooperation with the Bureau de l'Education française completed its first 'year' in operation. A 'first' for Manitoba, the Echange/Manitoba Exchange program was enthusiastically endorsed by the participants who recommended that the program continue.

## Vocational Industrial and Practical Arts Programs

a) Industrial Arts 7-9

The Development of Industrial Arts junior high curricula continued for Construction (Building Construction); Graphic Communication (Drafting, Graphic Arts, Graphic Communication); Manufacturing (Manufacturing, Metalworking, Plastics, Woodworking); Power Energy (Electricity-Electronics, Power Energy, Power Mechanics).

The revised guides for Construction, Graphic Communication and Power Energy were completed and distributed to the schools.

The suggested equipment listing with current costing for Construction (Carpentry, Masonry, Plumbing, Electrical), Graphic Communication (Drafting, Photography, Graphic Arts), Manufacturing (Metalworking, Plastics, Woodworking), and Power Energy (Electricity-Electronics, Power Mechanics) was revised.

About 50 teacher visitations were made on the subjects of safety measures, additions/renovations, budgets, course outlines, program reviews, program implementation, equipment and supplies, shop lab layouts, reference and visuals.

A number of orientation workshops were held for the revised junior high curricula.

b) Vocational Industrial

Cooperative Vocational Education is an alternative to shop-based vocational education where the numbers of students do not warrant the requisite capital outlay. It was developed and implemented in 1981. This year the second class of students graduated and the program was transferred to the St. Boniface, St. Vital and Western School Divisions. Eleven school divisions are sending students into the various programs and interest has been expressed by several rural and northern school divisions.

Curriculum development continued in the program areas of Carpentry, Machine Shop and Welding. Review of the Power Mechanics, Food Services and Electricity/Electronics programs was begun with June 30, 1984 as the anticipated completion date for all programs presently under review.

The Graphic Arts, Drafting and Photography programs have been identified for review in the next cycle of curriculum development.

Consultation with teachers for the purpose of implementing new curriculum continued either through full day group workshops or on an individual basis.

Consultative assistance in matters related to the establishment, facility design, equipping and on-going operation of vocational industrial programs was provided to school divisions involved in these various phases.

Of special note was the agreement reached between the Federal Government and the Government of Manitoba to cost share the construction of the South Winnipeg Vocational Education Centre. This facility, when completed, will be unique in Canada in that vocational educational programs will be provided to both secondary school students and adults. It will be the first facility of this type to be operated by a governing board comprised of two elected representatives from each of the participating school divisions of St. Vital, Assiniboine South and Fort Garry.

Secondary school students attending this school will receive the vocational skill development instruction at the centre and the academic course requirements of their high school program at their home high schools.

Efforts to ensure the safe design and operation of school facilities continued through meetings with the representatives of the Fire Commissioner's Office, the Department of Labour, Workplace Safety and Health Division and school divisions. Safety and health education in the schools was reviewed. Recommendations for future action were identified.

c) Business Education

With the curriculum development projects for all business education courses completed, or near completion, the year was spent focusing upon implementation of the new courses (and programs wherever a Business Education Program Pattern was warranted). Particular attention was paid to the ways in which business education "programs" might best be designed to be: more cost effective to schools; suited to local needs; of greatest value to the school pupils as a whole. This review of "program" has enabled the schools to focus upon using a particular blend of courses rather than prescribed streams which were once identified by the Department of Education.

In-services were provided on a divisional/regional basis to provide "hands-on" implementation workshops in Data Processing 202.

Many schools established courses in Data Processing 202 (and 302), as well as Office Procedures 302, to provide a Business Education Program Pattern which would prepare students for modern office employment.

d) Home Economics

The revised curriculum, Home Economics 7-9 (Human Development, Nutrition and Foods, Textiles and Clothing) was approved, effective in September and was distributed to the schools.

Revision of the Senior High Home Economics curriculum began in the fall.

Numerous workshops throughout the province were held during the year to provide assistance for the implementation of the junior high curriculum. The sessions focused on a variety of topics such as the impact of technology, sex stereotyping in the junior high program, multiculturalism, the gifted, child development, and ESL. The sessions also included the Joint Explorations Programs for Home Economics/Industrial Arts, 7-9.

New resource materials were reviewed and current listings of reference materials were distributed.

## Special Education Programs

Revision of the Occupational Entrance/04 program continued.

By June, with the exception of Social Studies, the complete junior high school program had been piloted. The Social Studies program was rewritten so that its design and content would more closely parallel that of the regular program. Its piloting was planned to begin in 1984.

At the senior high school level pilot guides in Science and Language Arts (grades 10, 11, 12) were written and their piloting commenced in September.

With respect to the program, "Education for Independence," some additional material was developed to assist teachers in priorizing individual student goals and more precisely recording outcomes.

## Health Education

The Health Education curriculum guide K-9 was rewritten and became Interim this year. A first level document for the Interim guide and support materials (Teaching Aids; Resource Listing) were developed.

Extensive implementation activities continued through the year. Strategies were developed for workshops held throughout the province for teachers, for administrators, for groups held outside of school settings, and for small schools. Cooperative implementation strategies were designed with the Department of Health. Coordinators were trained to assist in awareness sessions. Preparations for a pilot for Family Life Education and cooperative implementation of Drug Education were underway towards the end of the year.

## Physical Education

Thirty-nine regional Physical Education workshops were conducted during the year at 30 different locations throughout the province. Workshop topics included cardiopulmonary resuscitation, orienteering, daily physical activity, safety in the playspace, new trends, folk dance, early and middle years, winter activities, athletic training and cooperative games. In addition to regional workshops, a provincial workshop for teachers of K-12 was held in February at the Lakeside Camp, north of Gimli. Approximately 100 teachers attended.

In supplement of regional workshops, approximately 75 school or divisional in-services, involving approximately 2,000 teachers, parents, administrators and trustees, were conducted by the Department of Education Physical Education consultants. Sample topics included daily physical activity, playground development, curriculum development, implementation concepts, perceptual-motor activity, folk dance, training concepts, cooperative games, evaluation, etc. Cooperative workshops and presentations were also developed with the Winnipeg Education Centre (Core Training and Employment), universities, Manitoba Employee Fitness Branch, Manitoba Physical Activity Institute, the Manitoba Physical Education Teachers Association and the Canadian Library Association.

During 1983, the Outdoor Education Resource Catalogue and the Physical Education Instructional Media Guide were revised. Copies have been sent to all schools for retention in the staff resource area. Except for workshop oriented print materials, all curriculum support series supplements are now available through the Manitoba Text Book Bureau.

Among the many other activities conducted, Manitoba students participated in the Progressive Work Capacity Testing (PWC) conducted by the Canadian Association for Health, Physical Education and Recreation. The Physical Work Capacity Assessment determines the cardiovascular efficiency of school children.

## Art Education

The K-9 Art curriculum was distributed in final form in May.

Revision of the senior high Art program began in the fall.

The K-9 Art curriculum was featured in orientation sessions with administrators and teacher workshops in all levels. These were held in a number of school divisions.

A major, three day Art curriculum implementation training session was held in August. Sixty-four representatives from 30 schools met to develop implementation plans for their divisions.

## Music

High school Music 305 has been developed and distributed to the schools in interim format in the areas of Band, Choral, Strings/ Orchestra, and Guitar. This course will replace the present music courses at the high school level. Orientation sessions were held for all of the teachers in high school music programs.

Elementary Music workshops relating to elements of the curriculum were held in various schools throughout the province. Support of the Artists-in-the-Schools program provided yet another avenue for greater arts awareness in the schools and an enhancement of programs. (This program is administered by the Manitoba Arts Council.)

## Heritage Languages

a) German

The English-German Bilingual Program is being taught in 10 classes in grades K to 3 in the River East and St. Vital school divisions.

The German curriculum grades 1 to 6 was implemented during this year. A number of training sessions were held. All teachers of German were invited to attend a training session at St. Benedict's Educational Centre in September.

Fourteen teachers attended a language seminar in Germany, jointly sponsored by the divisions, the Department of Education and the Federal Republic of Germany.

A junior high program was piloted in two schools in the River East School Division. Work continued on the development of the 7-9 curriculum. The senior high program continued in the second year of its pilot.

Twenty students participated in a student exchange between Manitoba and the Federal Republic of Germany.

The services of Claus Hartwig, the consultant on loan to the Department from the Federal Republic of Germany, continued to be of great assistance in the implementation of all programs. His contract has been extended until January of 1985.

b) Hebrew

Hebrew courses are taught at several junior high schools in Winnipeg.

The English-Hebrew Bilingual Program, K to grade 2, continued in the William Osler School in the Winnipeg School Division and the Centennial School in the Seven Oaks School Division. A part time consultant was engaged to assist teachers.

Materials for Hebrew are available and, where necessary, supplementary materials have been produced by the Department of Education.

The Social Studies program has been produced for grades 3 and 4

c) Icelandic

Icelandic is taught in one school of the Evergreen School Division.

d) Italian

Italian is being taught in the Winnipeg School Division from grades 1 to 6. A special in-service training session was held for teachers of Italian in October. The Italian program for senior high grades is taught at Daniel McIntyre Collegiate.

e) Latin

Latin is being taught in private schools and in one public school.

f) Spanish

Spanish is being offered at the River Heights School in the Winnipeg School Division.

g) Yiddish

Yiddish is taught in Hebrew private schools only.

h) Portuguese

Portuguese is offered this year in seven schools from elementary to senior high. Teachers were able to attend a teaching training course offered off-campus sponsored by the Department of Education and the Faculty of Education, University of Manitoba.

The "Instituto de Cultura" of Portugal donated 250 volumes of very valuable books to the Department of Education. They were placed in the Departmental Library for teachers' use.

A consultant is available on a part time basis to assist in the implementation of the Portuguese program.

During the summer months, a S.T.E.P. student developed a series of excellent supplementary materials.

i) Pilipino

Pilipino is being offered in four schools of the Winnipeg School Division at the elementary level. Preparations are underway to begin a program in Pilipino at junior high during the next school year. Curriculum development continued and materials were developed to teach the language until commercially prepared textbooks could be identified.

Teachers of Pilipino were able to take two half-credit courses offered by the Department of Education and the Faculty of Education, University of Manitoba.

j) Chinese

The Department of Education initiated the development of a Chinese curriculum to begin the instruction of this language in the fall of 1984.

k) Polish

The development of a Polish curriculum outline has begun.

l) Punjabi

In response to community need, the Department of Education prepared to begin the development of a suitable program for Punjabi.

m) Hutterian Schools

Teachers of German in Hutterian schools continued to receive professional assistance from the Department of Education. A special two-day in-service sessions was held in November 1983.

n) Ukrainian

Ukrainian is taught as a subject from grades 1 to 12, and as a language of instruction in bilingual classes from Kindergarten to grade 5.

The bilingual program continued to expand. Nine divisions now offer the Ukrainian Bilingual Program. Social Studies units for grades 2 and 5 were piloted.

Thirty-one teachers participated in the accredited Ukrainian Language Immersion Course sponsored jointly with The Centre for Ukrainian Canadian Studies, University of Manitoba. The annual two-day professional development in-service held at St. Benedict's Educational Centre was attended by 80 teachers.

## Materials Selection Process

The process of identification, piloting and approval of materials has been completed for grades 10 and 11 Social Studies, Language Arts, Physical Science and Computer Science as well as grades 11 and 12 Biology and Mathematics. An on-going review of materials for K-9 Science and Mathematics was undertaken to consider for approval any recently published materials. Two analyst training sessions were held, one for print materials and one for microcomputer courseware evaluation.

## Women's Studies/Bias and Prejudice

A bibliography, *Resource Materials Presenting Positive Female Images*, was revised, printed and distributed to all schools in the province. Two additional posters in the *Manitoba Women in Politics* Series were prepared, printed and distributed to grades 7-12 schools. In addition, a number of workshops on bias and prejudice, sex-role stereotyping and career planning for young women were held.

## Career Guidance and Counselling

Seminars and workshops were held throughout the province during the past year on a variety of subjects among which were, Study Skills, Family Life Education, Guidance Tests, Moral Values Education, Vandalism, Adolescent Depression and Suicide, Career Guidance, Child Abuse, The Young Offender's Act, CHOICES.

The Manitoba Schools Careers Symposium was held in February at the Convention Centre. 24,000 students attended the displays and lectures.

## Small Schools

Approximately 550 elementary and 450 secondary teachers attended the three Small Schools workshops which were held in Winnipeg, and at the Agricultural Extension Centre in Brandon. The costs of the program, meals and accommodation were provided by the Department. Sessions emphasized curriculum implementation and teaching in multigraded classrooms. The eligibility criteria for attendance at these workshops were:

- K or grade 1 - grade 6 schools: 4 or fewer teachers
- K or grade 1 - grade 8 or 9 schools: 6 or fewer teachers

- grade 9 or 10-12 schools: 200 or fewer students

## Early Childhood

Fifty-five workshops were held throughout the province demonstrating strategies that assist teachers in the practical aspects of early childhood development.

A number of parent group sessions were held for the benefit of parents as well as teachers.

Five off-campus courses were offered during the summer in Thompson, River East, St. James, St. Vital and Dauphin. These courses were well received and indications are that an increasing demand exists.

## Immigrant Education and English as a Second Language

During the year, the responsibilities for English as a Second Language for Adults were transferred to the Post-Secondary Division of the Department while work in multiculturalism including heritage languages was added to the consultative service in the branch.

A number of in-service sessions were held for schools and community groups specific to immigrant student needs as well as the selection of appropriate ESL materials.

A language development handbook for students of limited proficiency in English at the secondary level was completed. Work on the ESL Resource Centre in the Departmental Library continued with the development of a bibliography of ESL materials. Liaison was maintained with the various delivery agencies and departments of government concerned with ESL. The ESL Advisory Committee was restructured and is now a Liaison Committee for the K-12 area.

Assistance was provided to TESL Manitoba when it sponsored the ESL Conference which was attended by 400 teachers of immigrant and Native students. There was also involvement in the foundation of the Manitoba Association for Multicultural Education.

## Assessment

Measurement consultants in conjunction with the Joint Committee on Evaluation reviewed the present assessment pattern and programs and made recommendations to the Minister on the ongoing monitoring of student achievement in Manitoba.

An information circular on the Health Assessment Program 1982 was produced and widely distributed to schools, school divisions and the public in January 1983. Regional meetings of teachers and administrators were held in various locations through the province to review the results of the assessment and to preview the new Health curriculum.

An Assessment of the Arts was conducted; students in grade 5 were assessed in Art in February 1983 and in Music in April 1983. A performance component was included in each of these assessments. Information was sought from teachers and administrators at all levels K through 12 on a number of aspects of their programs in the Arts in conjunction with the student assessment. Results of the Assessments were made available in the fall, 1983 in the Preliminary Reports. A Final Report, including results of the teacher surveys will be distributed early in 1984.

Student achievement and attitudes will be surveyed in Social Studies at the grade 3, 6, 9, and 12 levels in April 1984. Regional meetings of Social Studies teachers to review and priorize objectives for the Assessment were conducted throughout Manitoba in September 1983.

Regional meetings of teachers and administrators were held in November to discuss the development of curriculum assessment support materials for teachers of Social Studies at grade levels 5 to 8. It may include such things as the development of assessment models and materials, and teacher in-services in assessment.

A number of presentations, workshops, and in-services were conducted by the consultants at the request of local groups and school divisions and districts. These were in addition to the committee meetings necessary for the particular assessment programs.

The following documents, in either pilot, interim, or final form, were published and distributed during the 1983 calendar year.

## Final Editions

Curriculum Guides:

Art K-6
Art 7-9
Industrial Arts 7-9: Graphic Communications
Industrial Arts 7-9: Construction
Industrial Arts 7-9: Power/Energy

Curriculum Support Materials:

Problem Solving Handbook K-2
Problem Solving Handbook 7-9
Cardiopulmonary Resuscitation
Guidelines for Interscholastic Sports
Daily Physical Activity

Sports Skills
Winter Activities
Exercises to Accompany Mathematics 201

## Interim Editions

Computer Science 205
Health K-6
Health 7-9

## Pilot Editions

English Language Arts 9-11
Computer Awareness K-3
Computer Awareness 4-6
Computer Awareness 7-9
Computer Science 305

# Correspondence School Branch

The Correspondence School was established in 1927 to serve the needs of elementary students, who, for one reason or another, were unable to attend regular school. By 1931, courses were available to Grade IX, by 1937, to Grade XII. At present Correspondence School courses are used by students of all ages, including adults. It may come as a surprise to some that the majority of our students attend regular high schools.

## Current Objectives

1. To provide an opportunity for Manitoba citizens to obtain formal education to the end of the Third year (Grade XII) of the High School program regardless of their geographical, economic, social, and health situations.
2. To assist schools in the offering of school subjects to meet the needs of their students.
3. To provide an opportunity for adults to obtain adult basic education training, specific skill training and general interest subject study.

## Statistics

During the school year ending June 30, 1983, the school experienced a 5% increase in student registrations and a 7% increase in subject registrations over the previous year.

8,390 students registered for 10,841 subjects.

5,496 of those registered were in full-time attendance at school, the remaining 2,894 were home study students.

858 Adult Upgrading courses were sold.

## Activities

(1) This year Correspondence School extended its services to the adults of Manitoba by developing several non-credit general interest courses. These courses, along with the previously existing Adult Basic Education Courses, form part of the overall thrust in adult education in Manitoba.

(2) A new venture in our language section is taped welcome letters. It has been long-standing practice for our instructors to send written welcome letters to their students, but now language students will have the privilege of hearing their instructors' voices extending greetings in German, French or Ukrainian.

(3) The establishment of a Business Education program at Stony Mountain Penitentiary was undertaken jointly by Correspondence School, the Federal Government and Frontier School Division. Three days a week, in a classroom setting at the penitentiary, a business teacher instructs and counsels about twenty students who work directly from Correspondence School courses. Subjects such as Typewriting, Accounting, General Business, Office Psychology and Computer Literacy are offered, and final standing in each course is awarded by the Correspondence School.

(4) Two innovative credit courses were developed at Correspondence School last year: Physics 200 (CMI) and Career Preparation 105. Physics 200 (CMI) is a computer-managed instruction course with a tutorial component which assesses the skill level of the student and gives suggestions in terms of reference material. Career Preparation 105 is a first of its kind — it is expected to be of invaluable assistance to small schools which do not employ full-time counsellors. Both courses have been developed in connection with personnel from the Curriculum Branch and the University of Manitoba, and both will be piloted during the 1983-84 school year.

# General Educational Development Tests for the High School Equivalency Certificate

## Activities

1. A Survey report "High School Equivalency Follow-up, 1982" was completed with credential holders in order to determine the usefulness of the GED Test program. The primary objectives of the study were to assess:

(i) student characteristics

(ii) student goals and expectations

(iii) the degree to which the credential helps fulfill student expectations

2. GED Test Service in cooperation with Videon, Winnipeg and Westman Media, Brandon is presenting thirty-four, half hour programs to prepare candidates for the tests.

3. GED Test Service is offering two non-credit courses to assist candidates to study for the High School Equivalency Tests in Mathematics and Social Studies.

# Instructional Media Services Branch

Instructional Media Services is responsible for leadership in the area of library and media services as a support to schools in program delivery.

## Objectives:

The specific objectives of the branch are:

1. To provide leadership and professional support in the assessment, development, selection and use of media as an integral part of the teaching/learning process.

2. To provide media resource materials and support services to departmental, school, and other professional personnel in order to improve the teaching/learning process.

3. To select, develop, and produce media materials for educational use in conjunction with curriculum needs in the province.

4. To produce or purchase and to distribute special materials to visually handicapped Manitoba students in Grades I - XII and to support the development of materials for visually handicapped post-secondary students.

The Instructional Media Services Branch is made up of four sections: Administration and School Services, Department of Education Library, Media Productions, and Special Materials Services. Reports of these sections follow.

The Director of the branch is responsible for administration of the branch, including planning, direction, reporting, and coordination of the services provided.

The Director is responsible for representation on behalf of the Department of Education on several levels, including working as a member of the Coordinating Committee for Media of the Council of Ministers of Education, Canada, attending regional meetings with other provinces, and working with school divisions and other provincial education groups in Manitoba.

The Director is also the Co-Chairperson of the Manitoba Education Sub-Committee of the Interprovincial Association for Telematics and Telidon.

## Administration and School Services

Two major activities comprise the work of this section: the provision of consultation and leadership in media and library, and the acquisition of non-print materials for Instructional Media Services' holdings and school use across the province.

Consultation in media and library is provided by Administration and School Services, largely through School Library Services. School Library Services gives direct support to the organization of media resources in schools and to the development and enhancement of media/library teaching programs in individual schools and at the divisional level. Programming at the provincial level is provided through the organization of professional development programs for divisional personnel and through advice to provincial and national programs directed toward the development of print and non-print awareness. This support comes through the compilation of directories, manuals, and bibliographies; through direct consultation and work parties; and through coordination with other branches and agencies to ensure the development of school libraries as integral to the school teaching environment.

## Major Activities

1. Direct consultation was provided for 44 schools in 26 separate school divisions. Staff presented 53 separate workshops and teacher in-services, 10 of which were directly related to new curriculum implementation. Approximately 10 schools were provided with assistance in organizing new school libraries or to re-organize and strengthen existing facilities and collections.

2. Evaluation of library program and collections was undertaken in six schools in one school division in consultation with the area superintendent, the reading consultant, the principals and teacher-librarians. Consultation regarding library program activities in schools with existing libraries has been requested by and given to another five small schools as well.

3. The *Directory of School Media Personnel* was revised and distributed to school library personnel in Manitoba.

   The bibliography developed as a supplement to the new Language Arts curriculum — *Literature Appreciation in Language Arts* — was printed and distributed to all teacher-librarians and was made available to Language Arts teachers through the Text Book Bureau. The same is true of *Focal Point — A Bibliography of Non-Print Resources for the Visual Arts* — which was produced to be a selection aid to supplement the new Art curriculum K - 12.

   The 1983 supplement to *In Search of Canadian Materials* was again published by Instructional Media Services. All of these publications have been sent to the Legislative Library to be forwarded to the appropriate depository libraries.

4. Film, video tapes and kits are selected and acquired by this branch under the direction of the Media Consultant (Acquisitions). A total of 184 films, 150 video tape programs, and 42 kits were previewed by teachers and consultants under a system supervised by the Media Consultant (Acquisitions). This system involves EPIE analysis by teachers trained in the evaluation of material according to the format established by Educational Products Information Exchange. Ten such preview sessions were held to make recommendations for purchase.

5. The Media Consultant (Acquisitions) is the chairperson of the Inter-Institutional Media Consortium Committee. Representatives from Manitoban post-secondary institutions have agreed to share purchase of media series that meet the needs of two or more institutions.

6. The section participated actively in programs for professional development.

   In May, an EPIE Non-Print workshop was conducted by the Media/Library Consultant and the Media Consultant (Acquisitions). It was held in Thompson for 20 teachers and consultants from Mystery Lake and Frontier school divisions.

   In March, Instructional Media Services co-sponsored the Media Coordinators' Conference, providing workshops, information, and an opportunity for interaction among media/library professionals from across the Province.

   In January, the two-day Ken Haycock Cooperative Program Planning Workshop was offered for 60 teacher-librarians.

   Ten workshops on Telidon and its educational applications have been provided to various groups. Two Telidon terminals are available to teachers and consultants for display and trials from the Department of Education Library.

7. The section participated in several specific library-enhancement programs.

   The Supervisor of School Library Services and the Director of Instructional Media Services continue to serve on the Winnipeg S.D. #1 Teachers' Library Resource Centre Advisory Committee.

   The Media/Library Consultant, Co-chairperson of the 1983 Canadian School Library Association Conference Local Arrangements Committee, reports a successful annual conference was held in June, where 10 of the 25 presentations were made by Manitoba teacher-librarians or Department consultants.

## Department of Education Library

The Department of Education Library provides media support services directly to teachers, grades K-12, teachers-in-training, school administrators and to Department of Education staff; and through inter-library loan, to the general public.

During 1983, the Library continued its planning and work for an automated media support system which would facilitate the acquisition, cataloguing, circulation and information retrieval of resources in Instructional Media Services. Along with the on-going use of on-line computer searching of databases and the automated film booking and support system, the Library is waiting for the disposition of its report on the acquisition of an automated library system to support the functions mentioned above.

Since all of the resources of Instructional Media Services* — including books, video-recordings, films, periodicals, microcomputer software, kits and audiocassettes — were housed at a single service point in the Department of Education Library, teachers had easier access to these resources for loan, booking, photocopying or dubbing.

More than 40 tours and discussion of Library services were conducted for teachers during in-service days and for teachers-in-training

*Special materials such as braille, large print and talking books are separate from the Library and are housed in the Special Material Services section of Instructional Media Services.

from the universities and Red River Community College.

During the year the Library continued to assist the Department of Education in the control of its publications by providing International Standard Bibliographic Numbers (ISBN); by providing cataloguing-in-publication for selected resources; and by sending Departmental publications to ERIC and Micromedia for microfilming and indexing, thus ensuring their availability and accessibility. The Library's staff also assisted the Curriculum Development and Implementation branch in the development and proofreading of bibliographies found in new curriculum guides as well as assisting in that branch's development of subject specific bibliographies of resource in such areas as physical education, outdoor education, social studies and native education.

## New Programs/Activities

1. Open to the Public

   During 1983 the Department of Education Library was opened to the public. While in the past the general public had in-person use of the collection, arrangements have now been made which allow the public of Manitoba access, through their local public library using Inter-Library Loan, to the Library's entire collection. Winnipeg Centennial Library, on behalf of Winnipeg Public Libraries, and Public Library Services, Department of Culture, Heritage and Recreation, are the focal points in this co-operative effort.

2. Canadian School Library Association Conference

   In June, 1983, a national library conference was held in Winnipeg. Teacher-librarians and other library educators from Manitoba and from across Canada converged on Winnipeg to attend sessions from microcomputers in the school library to children's literature. The Department of Education Library actively supported this conference with personnel assisting with the organization and planning of the conference, regarding it as an important aspect in teacher-librarian professional development. In addition, the Department of Education provided a $3,000.00 grant to the Canadian Library Association Conference as a whole.

3. Heritage Languages

   During the latter part of 1983, the Library began to acquire and catalogue resources in support of the Department of Education's new Heritage Languages program.

4. Microcomputer

   Microcomputer dubbing services were transferred from Computer Services to the Department of Education Library during the summer of 1983. In addition to making MECC (Minnesota Educational Computing Consortium) software available, the Library became the distributor for MCAL (Manitoba Computer Assisted Learning) consortium software. The Library also developed the following: a cataloguing system for software; a computer program to hold the data on the microcomputer collection which allows on-line title and subject access; and a *Catalogue of Microcomputer Software* holdings in the Library.

5. Publicity

   In conjunction with other sections of Instructional Media Services and the Communications Branch, the Library has developed a co-ordinated flow of information on services in the Branch through *Education Manitoba* and on the availability of resources through the new *Education Manitoba* supplement, entitled *What's New.*

## Objectives

The goals of the Department of Education Library are:

1. The provision of learning resources not available in schools or divisional resource centres, including:

   1.1 the loan of instructional media such as books, kits, self-serve films, video-recordings and records covering professional teaching resources, educational research and curriculum support material.

   1.2 the booking of 16 mm films and video-recordings.

   1.3 the dubbing of audio-recordings, video-recordings and microcomputer software programs.

   1.4 the use of an extensive periodicals and microfiche collection.

2. The provision of reference and information services in areas covered by the Library collection.

3. The selection and acquisition of resources which support the goals of the Library.

4. To catalogue the resources of the Library, Special Material Services, and Media Productions in order to make these more readily accessible to their patrons.

5. To assist in the equalization of educational opportunities by providing special library services to teachers outside Winnipeg.

6. To act as a depository for all Department of Education publications and old authorized textbooks, and

7. The provision of resources and essential support services for Department of Education staff.

To carry out these goals, the Department of Education Library is organized into the following sections:

1. Circulation and Reference Services

2. Film Booking and Reference Services

3. Distribution Services

4. Technical Services

## Circulation and Reference

Activities

1. This section of the Library handles books, periodicals, kits, records, games, microcomputer software programs, microfiche/film, self-serve 16 mm films as well as audio and video-recordings and support services associated with these materials.

2. Over 30,000 requests by phone, mail and in person for educational reference and information services were handled by the Library staff.

3. The Library acquired and maintained an education-related periodicals collection; reference and copying services were also provided. An inventory of the perioicals collection was completed during the summer of 1983. The present periodicals collection consists of 970 titles.

4. Over 5,000 new books and audio-visual materials were selected and acquired.

5. More than 90,000 items were loaned to educators throughout the province.

6. The Library has published bibliographies, catalogues and findings aids to assist borrowers in the use of the Library's collection and in the acquisition of Manitoba and Canadian materials in their schools. Below are listed some of the items available upon request:

   Acquisitions List (Monthly)
   Audio Visual Catalogue 1981
   In the Mainstream: a bibliography of disabled in Manitoba (1982)
   Library Catalogue (books) 1979
   Looking for Manitoba Government Publications (1978) Erratum (1979)

   The following publications were published in 1982 are available free of charge.

   Catalogue of loanable videorecordings 1983
   Catalogue of Microcomputer Software Programs
   Catalogue of Periodicals 1983-1984

7. Using the DIALOG Information Retrieval Services in California, the Library was able, through terminal, printer and telephone lines, to have access to over 100 databases, including ERIC. During the year over 500 on-line computer searches were performed for teachers and Departmental staff. This service — that is, the production of tailor-made bibliographies specifically on the topic requested — also included the necessary follow-up assistance in using the search results.

8. Dubbing services were actively used by teachers to acquire audio and video duplication from the Library's holdings of master programs. During the year, over 6600 video programs and 6800 audio programs were dubbed at the request of schools and other educational agencies.

   Teachers have access to some 960 videorecording titles and some 743 audiorecording titles in the Library's dubbable holdings which consist of both purchased resources and from those produced by Media Productions.

   An extensive weeding of the audio and video collection was completed during the summer of 1983.

   Transferred from Computer Services was the responsibility for dubbing microcomputer software diskettes. From the holdings of 130 master computer diskettes of the Manitoba Computer Assisted Learning (MCAL) and of the Minnesota Educational Computing Consortium (MECC), the Library dubbed some 2000 diskettes from the September through December 1983 period.

9. The Library's extended hours — until 9:00 p.m. Monday through Thursday and 9:00 a.m. - 4 p.m. on Saturday (except for June, July and August) were continued for the in-person teacher use of the resource materials outside of normal teaching hours.

10. Other projects and activities:
    - sent travelling libraries to over 80 schools of three rooms or less.
    - worked with educational library agencies and associations, such as the National Library of Canada, the Canadian School Library Association and the Manitoba School Library Audio Visual Association, in the development of library services to children and young adults.
    - distributed free of charge, over 10,000 surplus books and periodicals to schools and libraries in the province
    - began to loan microcomputer software
    - began to use ENVOY, a form of electronic mail which networks libraries via telephone lines and terminals at inexpensive rates, for inter-library loan.
    - saw a significant increase in Inter-Library Loan activity as a result of the Library opening to the general public.
11. Staff and summer students examined, maintained and shelved over 12,500 circulating audio-visual items in the Library during the year. A large increase in circulation of Media Production's kits and videorecordings in general was seen.

## Film Booking and Reference Services

Activities

1. Since August of 1981 this section of the Library has provided teachers and educators in Manitoba with a controlled means of booking and confirming 16 mm films and videotapes. The film reference and information service continues to provide borrowers with assistance in the use of the film booking system, the film catalogues, as well as handling basic reference and information queries about film titles, and compiling filmographies and subject listings of films in the Department's film collection.
2. The present film collection consists of 4137 titles with a total of 11,620 prints/copies. There were 15,666 clients listed as active borrowers. The average number of films booked per month was between 7000 and 8000 which resulted in 90,000+ bookings from January to December 1983. During this period, over 150 new film titles were acquired, which amounted to 400 prints/copies.
3. A second supplement to the *16 mm Film Catalogue 1981* entitled *Catalogue of Bookable 16 mm Films 1983 Supplement* was published and made available free of charge.
4. *Education Manitoba's* supplement *What's New* provided borrowers with information on new 16 mm film titles acquired and their availability within the Department of Education Library.
5. During the months of May through August a summer student assisted with the weeding of the film collection. After analysis, some 142 titles and 432 films were discarded.
6. Some special projects consisted of: the addition of films from the now defunct MACLD Library, and from the Shell Film Library as well as the publishing of filmographies on Vandalism; and on Computer Studies.
7. A new report entitled the RRCONO Report was developed and made available to schools on a monthly basis. The report lists all of the films which have been booked to the teachers in the school for the current month.

## Distribution Services

Activities

1. The function of Distribution Services, located at 1200 Portage continues to remain primarily the distribution and maintenance of the 16 mm film collection. This involves the on-going activities of picking, packing, mailing, unpacking, cleaning, inspecting and shelving of films.
2. In the 82/83 school year, the 8 staff shipped over 50,000 orders (85,000 bookings), as compared to 81/82, where 30,000 orders (65,000 bookings) were shipped.
3. In addition, the Self-Serve film collection located in the Library at 1181 Portage Avenue, was also maintained, entailing some 12,000 individual film inspections for the 82/83 school year.
4. Through mutual agreement, Winnipeg School Divisions are now picking up and returning their booked 16 mm films and video recordings, to 1200 Portage Avenue. This program, beginning in September of 1983, has resulted in a substantial improvement in turn-around time for booked material for Winnipeg teachers.
5. During the months of July and August, general maintenance procedures on the film

library were carried out, including: new labels on film cans, new "start" and "end" leader, and, fibre shipping cases were cleaned and repaired.

## Technical Services

Activities

1. The function of this section is to identify and organize the educational resources of the sections of Instruction Media Services, including the Library, Special Material Services, and Media Productions, through centralized cataloguing.

2. Further examination was made into the choice of an automated library system, previously recommended to the Department of Education. Using such a system, records of various holdings in Instructional Media Services could be stored in one machine-readable data file. This file would then be used to produce bibliographies and catalogues, and to run other systems such as information retrieval, acquisitions, and records management, thereby improving library services to educators in the province.

3. The section formulated policies pertaining to the cataloguing of microcomputer programs within the Library, with a view towards providing some direction and guidance to teacher-librarians cataloguing materials of this nature. With the assistance of a S.T.E.P. student, approximately 300 microcomputer software programs were catalogued during the course of the year.

4. Technical Services also collaborated in the development of an in-house computerized cataloguing and information retrieval system which will be used by Dubbing Services to store and extract bibliographic information pertaining to dubbable materials, such as microcomputer software, videorecordings, and audiorecordings. The section, with the help of a summer student, was responsible for entering approximately 250 microcomputer software cataloguing records into the system.

5. A collection of approximately 150 books and audio-visual materials, donated by the Manitoba Association for Children with Learning Disabilities, was catalogued and incorporated into the Library.

6. The section catalogued and processed 7000+ items, consisting of books, videorecordings, microcomputer software programs, games, kits, charts, audiorecordings, and jackdaws. Approximately, 400 films were catalogued during the year. Approximately 650 talking books, braille and large print materials were catalogued for Special Material Services.

7. The Technical Services area was relocated on the Main Floor of the Robert Fletcher Building in order to facilitate improved work flow and to provide needed space.

## Media Productions (formerly Production and School Broadcasts)

In 1983 the name of this section was changed from Production and School Broadcasts to MEDIA PRODUCTIONS to suggest more accurately the work of this section.

After a year of consolidation in 1982 Media Productions has moved clearly in the direction of increased use of electronic technology. With the acquisitions of a state of the art video camera and video editing suite, in house video production has become a clear priority. The use of in house equipment and technical staff has resulted in a reduction of the unit cost of productions and a more efficient use of staff. This has made more funds available for the engaging of free lance writers, directors, actors and musicians. Approximately 75% of the operations budget is now spent directly on the services of the province's creative community making the Department, through Media Productions, one of the principal employers of such talented people in the province.

Once again Media Productions has continued its award winning tradition with national awards for its film productions of ***THE SHIELD*** and ***ESTHER WARKOV: A SPY IN THE HOUSE***. In addition to the national award won by this latter film the CBC purchased the rights to telecast it on the national network and the Canadian Department of External Affairs purchased copies to place in the Canadian consulates in London, Paris and Amsterdam. Media Productions has now won 14 national and international awards in the past three years.

A new initiative in 1983 was the participation of Media Productions in a consortium organized by the Council of Education Ministers. As one of five production organizations in Canada, Media Productions produced three films as part of a national series on important Canadian writers. In addition to this being a profitable venture for Media Productions it added to the credibility of the section on the national scene.

But the principal responsibility of Media Productions is to provide audio-visual productions for the support of the curriculum in

Manitoba schools, according to needs and priorities established by the Non-Print Resources Committee. This year, thanks to an increased informational campaign and a more efficient distribution system through the Department of Education library, there has been a marked increase in the utilization of programs produced by Media Productions.

During 1983 19 kits, 3 films and 13 videotapes were produced. In addition, staff time of approximately 20 mandays plus resources were made available to schools and education related organizations to assist with their production.

Along with most government departments Media Productions has felt the impact of cost cutting initiatives. This has necessarily meant a reduction in the total number of programs produced but it has also presented a challenge to find more resourceful and creative means to meet the responsibilities of this section. The continued high quality of the produced material and the increased use of this material would indicate that this challenge is being met.

## Special Materials Services

Special Materials Services produces and circulates a core collection of approved textual and supplementary materials in special formats to provide Manitoba school personnel with alternative learning materials for special students.

Special format materials include:

1. Audiotape textbooks — books which are read aloud by professional readers/narrators, recorded, and made available to teachers for use by visually, physically or learning handicapped students.
2. LARGE PRINT textbooks — books which are photographically enlarged and are made available to classroom teachers who are instructing visually impaired students.
3. Braille textbooks — textbooks which are transcribed in tactile symbols for use by visually handicapped students in regular school programs.

Special format textbooks are intended primarily for use by Manitoba students with visual impairments or other learning difficulties as a supplement to the regular text (audiotape) or as replacement for it (large print, braille). However, many teachers have found these materials, particularly audiotape texts, useful in resource programs for individual students or groups of students.

In 1983 Special Materials Services produced and distributed a catalogue of materials in audiotape, large print and braille which are available to school personnel. Additional textbooks from the Manitoba Authorized Textbook List, as well as other supplementary materials, were continually being produced and added to the inventory of special texts.

In addition to lending from the Manitoba collection, Special Materials Services borrowed materials from other provinces to ensure maximum use of materials produced anywhere in Canada. Inter-library loans accounted for 50 braille, 80 large print and 250 taped books borrowed for use in Manitoba. Materials loaned to other provinces included 30 braille, 47 large print and 35 audiotape books.

Major activities of Special Materials included:

1. Production of 66 titles in braille, 80 titles in large print and 150 in audiotape; circulation of 490 braille titles, 565 large print and 2570 audiotapes.
2. Provision of braille transcriber services to create teacher-made tests, seatwork, maps and mathematics diagrams in English and in French.
3. Production and circulation of audiotaped textbooks through the Canadian National Institute for the Blind Transcription Library to visually handicapped students attending post-secondary educational programs.
4. Production of audiotaped textual materials in French to support school personnel in programming for students in Français and core French programs.
5. Development and establishment of an automated braille production program utilizing central word processing in conjunction with a braille transcription system in the University of Manitoba's AMDAHL computer; initiation of a year-long training program for braille word processing operators.
6. Continuation of an advisory group to the French audiotape program and creation of multi-disciplinary advisory group to the braille program and the English audiotape program to enhance services to print-handicapped students.
7. Assistance to school personnel through inservice and workshop training in the selection and utilization of special format learning materials.
8. Cooperation with Child Care and Development Educational Consultants to ensure

support to school personnel who are programming for visually and learning handicapped students.

# Manitoba Text Book Bureau

In the year ended December 31, 1983 the Manitoba Text Book Bureau processed orders from schools, school divisions and other designated customers totalling $6,214,573, an increase of $355,452 over the previous year. This increase could have been significantly higher, however, were it not for the experimental program conducted with Manitoba school divisions to allow more flexibility in ordering "special" materials. All divisions were given the option to either order "special" print and non-print instructional materials (as opposed to approved texts stocked at the Bureau) direct from the supplier and bill the Bureau monthly; or continue to place these orders with the Text Book Bureau. One half of the divisions chose to order direct and these sales were eliminated from the Bureau sales figures.

The new E.D.P. system installed in January, 1982 performed as predicted, and this year's orders were processed much more quickly and efficiently than was possible under the old manual system. Inventory status reports generated bi-weekly during the peak period of May to September, provided quick accurate information on stock levels, enabling management to reorder promptly when quantities fell below minimum.

No increase is anticipated in the "Instructional Materials Grant" for the coming year. Orders processed by the Bureau in 1984 should remain at the $6 million level.

# Native Education Branch

## Objectives

The Native Education branch's main objective is to provide programs and services that will help to make the Manitoba educational system more responsive to the needs of Native students. The branch also acts as a liaison among Department branches in matters concerning Native education, and between the Department, other levels of government, various educational agencies, and Native communities and organizations.

## Activities

### Curriculum Development and Implementation

The Native Education branch continued the process of curriculum development/adaptation, with emphasis on Native languages, English language arts, and Native studies programs. Curriculum committees, as well as individual educators, assisted the branch in this effort. Through numerous teacher inservices and workshops, the branch provided support for schools implementing programs in these curriculum areas.

### Support Materials Development

In conjunction with the Instructional Media Services Branch, the branch continued the ongoing process of materials development. 1983 production included the filmstrip kits, "More than a Marathon", "Native People in Canada's Wars", "Native People and Their Careers", "A Visit to Sandy Bay", "A Visit to Sioux Valley"; and the video tape program, "Music of the Indian and Metis". Also completed was an anthology of short stories called Masenagana(n) and a set of career posters, "Plan Now for Your Future," which the branch distributed to schools in Manitoba.

### Native Awareness

The Native Awareness Program, which focuses on traditional/historical as well as contemporary Native society, is designed to sensitize teachers and school administrators to the needs of Native students and to assist them in adapting programs and classroom strategies to meet those needs. In-services and workshops have emphasized Native and non-Native value systems, traditional Native teaching methods, and the needs of students entering and living in a new cultural environment. The display kits have been enhanced with additional material on loan from the Manitoba Museum of Man and Nature. The program continued to be in constant demand throughout Manitoba schools.

### Early Childhood

The Early Childhood program provided extensive and on-going support to teachers in adapting and implementing curricula for Native children. This program was also directed towards promoting parental awareness/involvement and local community endeavours in the development of pre-school programs based on headstart precepts in the inner-city and rural/northern areas.

### Career Guidance

In the Career and Guidance program, workshops and in-services were conducted with counsellors and teachers to help schools develop meaningful and realistic career guidance programs as well as a better understanding of Native students. A Career and Guidance kit for Native students is being prepared to be used in conjunction with the Career Development Resource Guide.

### Other Activities

The branch's other activities included working with teachers and community residents to develop programs and resource materials to meet the specific needs of schools within their respective communities. The branch continued to maintain a positive on-going liaison with the various Native organizations, the Manitoba Indian Education Association, and the education personnel from the Department of Indian Affairs.

The Fourth Annual Native Educators' Conference, which the branch organizes jointly with the Manitoba Indian Education Association, was hosted in 1983 by Aberdeen School. Over 600 teachers and community participants from around the province participated in the two-day session.

The branch cooperated with the Faculty of Education at the University of Manitoba to offer a credit course on Methodology for Teaching Native Languages.

## Child Care and Development Branch

The organizational changes announced by the Minister in September 1982 creating the Child Care and Development Branch were completed in 1983. The new branch incorporated all of the previous Child Development and Support Services and the Manitoba School for the Deaf activities. The Child Care and Development Branch is responsible for the delivery of support services to divisions and to assist school division personnel in developing appropriate educational programming for children with special needs. There are regionally based inter-disciplinary teams and a provincially based team of special education consultants in the branch. The regionally based teams consist of speech/language clinicians, psychologists, reading clinicians and consultants of the hearing impaired and vision impaired who operate in the Interlake, South East, South Central, Parkland and Northern regions of the Province. The provincial consultants are based centrally in Winnipeg and provide services to all school divisions/districts in the Province. A continuum of services was provided to hearing impaired children in their home school divisions with consultants of the hearing impaired and at the Manitoba School for the Deaf located in Winnipeg.

The specific objectives of the branch are:

1. to cooperate and collaborate with local school divisions, other government departments, groups and agencies in maintaining a community based support service for educators, parents and children;
2. to provide information based on psycho-educational assessment procedures and screening programs to educators, parents and health and welfare professionals, as well as to assist them in developing appropriate educational and/or treatment programs for children demonstrating learning and/or adjustment problems;
3. to provide consultation to classroom teachers, school division administrators, special education personnel, parents and the various health and welfare service professionals, in order to develop collaboratively appropriate educational remediation and/or treatment programs;
4. to provide direct services by which the speech/language pathologist, psychologist, reading clinicians and itinerant consultant of the vision or hearing impaired works with the problems of atypical children; and
5. to develop cooperatively professional development and in-service programs with school division personnel in order to increase preventive programming which will facilitate early identification and remediation of social, emotional and other specific learning problems.

The branch provided province-wide consultative services in special education. In cooperation with the regional coordinators and field staff, five special education consultants provided consultative services to school divisions in the following areas: the resource teacher program, special class programs, programs for adolescent slow learners, integrated programs for handicapped students, including the provision of special equipment for hearing impaired, visually impaired and orthopedically handicapped students, programs for autistic and emotionally disturbed students, and consultative service in special education to Français and French Immersion schools.

The branch provided direct instruction and/or consultative services for blind and visually impaired students through the employment of seven consultants for the visually impaired. The services included the provision of special equipment, braille materials, large print books and audio tapes.

In addition, the branch continued to support community based programs for multisensory handicapped students. A close liaison with the Canadian National Institute for the Blind to enhance and complement the services for visually impaired students in the province is continuing.

The branch continued to support the vision screening program in all school divisions in Manitoba. At this time all school divisions with the exception of Winnipeg School Division No. 1 are equipped to screen students in kindergarten and in grades 1, 3, 5, 7, 9 and 11.

## Diagnostic Support Centre

The Diagnostic Support Centre provides intensive diagnostic and program development support to school divisions for developing effective individualized education programs to students with severe learning problems.

The staff at the Diagnostic Support Centre consists of a coordinator, a psychologist, four learning specialists and two residence staff. They work together with divisional administrators, parents, school personnel to develop services and programs to students who are referred to the Centre. Through this cooperative effort and the intensive diagnostic procedures available through the Centre, effective educational plans are developed that can be implemented in a child's school, home and community. These programs enable the school divisions to maximize the learning opportunities of students with severe learning problems while keeping them in the least restrictive environment.

## Services for the Hearing Impaired

The branch provided a continuum of services for the hearing impaired.

Seven consultants for the hearing impaired provided direct instruction and consultative services for hearing impaired students throughout the province. This community based service facilitates the attendance of hearing impaired students in their home school division/district and supports the homeschool and child's family in providing for the child's special needs. The consultants worked in close cooperation with the regional hearing centres of the Department of Health in Brandon, Dauphin, The Pas, Winnipeg and Thompson and social services programs delivering services to hearing impaired children.

The Manitoba School for the Deaf served profoundly deaf children who would benefit from a school placement. The Winnipeg based school program provides a total communication approach which involves the spoken word plus sign language and finger spelling. The school strives to give hearing impaired students competence in the core school subjects, to begin to prepare them for a vocation, to give them a sense of self-worth and confidence in their ability to function in society with both deaf and hearing people.

During 1982-83 school year a total of 126 students attended — 95 day students and 30 residential students. Enrollment for the fall term 1983-84 was 125 — 98 day students and 27 residential.

1. Six students graduated at the end of the school year. Two are continuing their education at Gallaudet College and Red River Community College respectively, two enrolled in an academic skills upgrading program to prepare for further post secondary training and one went directly into employment.
2. Integrating programs during the school year included twelve students located at Grosvenor Elementary School, twenty-one students enrolled in vocational training programs at R. B. Russell School, and eleven students who attended Shaftesbury High School with the support of interpreter-tutor services.
3. The school maintained a close working relationship with the Society for Crippled Children and Adults to assure appropriate future planning for each student. Medical, nursing, audiological and consultant otolaryngological services were provided and up to 30 rural students were accommodated in the residential program.
4. The Manitoba School for the deaf continued its involvement with the Special School of the Future project. This project, funded by the Kellogg Foundation, has the objective of involving special schools such as the Manitoba School for the Deaf to a much greater extent in providing services to hearing impaired children wherever they may reside. As the project's "resource centre" concepts continue to develop, the role of the Manitoba School for the Deaf will evolve to include increased responsibility for supporting the education of deaf students in community based programs as well as through special school programming.
5. The Manitoba School for the Deaf collaborated with two American and one Canadian organization of educators of the deaf in hosting a convention "Entre Amis-83" at the Winnipeg Convention Centre, June 26-30, 1983.

## Regional Services

The branch continued the provision of regional clinical services in the following regions of the province:

The Northern Region includes school divisions/districts north of the 53rd parallel, the Pas, Flin Flon, Snow Lake, Thompson, Leaf Rapids, Lynn Lake and Churchill. These school divisions/districts serving approximately 10,000 students received consultant services in speech and language development programming for the hearing impaired, psychology and reading. The region is staffed by one regional coordinator, four speech clinicians, three psychologists and one consultant, for the hearing impaired who provide shared clinical core support services.

The field staff were involved in providing direct and consultative services to assist in the program development for children with special needs. Support was provided to school divisions in maintaining screening programs, training teacher aides working with special needs students and assisting parents and teachers to meet the case specific needs of students (e.g. sign language) as well as increasing the skills of teachers and special education personnel. Professional development programs, planned by regional committees involving regional staff and provincial education consultants were conducted for administrators, special education teachers, teacher aides and resource teachers.

The Parkland Region includes the Dauphin-Ochre School Area, the school divisions of Turtle River, Intermountain, Duck Mountain, Swan Valley, Pelly Trail and Birdtail River, and has a population of approximately 15,000 students.

The region is staffed by one regional coordinator and thirteen staff positions based throughout the region. These are six psychologists, five speech and language pathologists, one consultant for the hearing impaired and one consultant for the visually impaired.

The major goals for the support services in the Parkland Region, as in all regions, were as follows: to assist school divisions in the identification of special program needs and in the development of appropriate programs for children with special educational needs; to provide special educational support services in the school divisions utilizing a consultative/collaborative approach; to provide in-service programs to parents and teachers to promote awareness of the educational needs of exceptional children and the services available from branch specialist personnel.

The staff was involved in a variety of professional development activities for all special education personnel including school administrators, regarding programming skills for children with special needs and early identification of children experiencing educational difficulties.

South Central Region includes the school divisions of Garden Valley, Midland, Mountain, Pembina Valley, Pine Creek, Portage la Prairie, Tiger Hills, Western and White Horse Plains. The area is primarily rural and has a population of 16,000 children spread over an area of approximately 10,000 square miles.

An inter-disciplinary staff consisting of a regional coordinator, six speech and language pathologists, five psychologists, and three consultants for the hearing impaired provide clinical and consultative services within the region. Itinerant services from consultants for the visually impaired are available.

The professional development program for all special education personnel continued during this past year. As in the past years, representative school division personnel participated fully in the planning and implementation of the various programs.

School divisions also continued to show an increased ability to provide appropriate educational programs for students with a diversity of learning problems. Through the use of a team approach, students with such handicaps are being maintained in their local schools.

Interlake Region consists of the school divisions of Interlake, Evergreen and Lakeshore. The staff providing services to the region consists of a regional coordinator, three psychologists, three speech and language pathologists and a consultant for the hearing impaired. The field staff continued to provide direct and collaborative support services to students, teachers and parents. Ongoing professional development activities played an important role in helping prepare teachers and administrators to meet the educational needs of exceptional children in the schools.

South East Region consists of the school divisions of Boundary, Hanover, Morris-Macdonald, Red River, Rhineland, Seine River, and the Consolidated School District of Sprague. The 16,000 students are served by six speech/language pathologists, five psychologists, and one counsultant of the hearing impaired. Through a special arrangement with Frontier School Division involving the secondment of a position, the branch provides the services of a psychologist and a speech clinician to such communities as Berens River and Norway House.

The professional development program has continued to assist teachers and administrators to improve the quality of special educa-

tional programming and to make effective use of the resources available to them.

In all regions the educational support teams assisted school division personnel in the identification of and in programming for students with low incidence handicaps and provided case specific professional development opportunities for the persons working with these students.

## The Manitoba Early Identification And Education Project

The Manitoba Early Identification and Education Project report was completed in July 1983. Five school divisions, St. James-Assiniboia School Division No. 2, Rhineland School Division No. 18, Swan Valley School Division No. 35, Souris Valley School Division No. 42 and Mystery Lake School District No. 2355 participated in the project which assessed four interrelated identification and educational program components intended to meet the needs of young children who have learning problems. Several activities based on the findings of the pilot study are being considered for implementation by school divisions with support from the Department.

# Regional Services Branch

Regional Services Branch works with schools, school divisions, and other groups to define needs which are not already being addressed and to develop and implement programs to address these needs.

## Objectives

- Communication: To develop channels for continued dialogue with rural and northern school divisions in order to find out their priority needs and if necessary help them in the process of identification of high priority needs.
- Service: To provide resources for short term personnel support in identified high need areas.

  To provide the services of a small permanent staff to assist in administrative and instructional concerns.
- Small Schools Support Program: To administer the Small Schools Support Program.

  To assume leadership in identifying strategies for addressing the unique problem of small schools.

  To provide consultative support to small schools.

## Major Activities

Regional Services Branch started in September 1/83 with offices in Brandon, Thompson and Winnipeg. In meeting the objectives of the Branch, personnel have been engaged in the following activities.

- One secondment has been in place since September 1/83 based in Neepawa and working in the area of computers in education.
- 7 other secondments in the computers in education area ranging from 1/8 to 3/4 time have been arranged in various other locations of the province commencing January 1/84.
- Continuing meetings with teachers, superintendents, principals groups as well as attending school board meetings where appropriate.
- Administers the Small Schools Support Program: This program provided direct financial support to 275 small schools in 1983/84. Individual school grants ranged from $4,000.00 to $12,000.00 depending upon school size and grade levels. In addition, $67,500 was provided to support 14 pilot projects in small schools.
- Assisting other branches of the Department in various regional activities.
- Providing consultative support to school division administrative staff, principals and teachers.

# Bureau de l'Education française Division

The Bureau de l'Education française Division is responsible for all French-language education in Manitoba: the education of Manitoba's francophones in French and provision of appropriate French as a second language programs and courses of study to other Manitobans who desire such education. At the present time, the Bureau is emphasizing curriculum and related professional development activities, measurement and evaluation, and research regarding various aspects of French-language education. It is also responsible for the calculation and payment of various French-language grants to school divisions; as well as the negotiation, calculation and payment of a variety of grants and bursaries to individuals who qualify for such assistance. Further, it assesses the needs of the French and English-language communities regarding French-language education and communicates

its findings to the Minister and Deputy Minister of Education for review and action.

Most of Bureau's activities are carried out in Canada's two official languages.

## Objectives

1. To examine, develop and recommend policies and priorities to the Minister of Education concerning all aspects of French-language education;
2. To promote, plan, implement, administer and facilitate all aspects of French-language education for francophones and anglophones;
3. To ensure liaison and coordination with all other divisions of the Department of Education (and their respective branches) for ancillary services which relate to the Bureau's terms of reference;
4. To integrate all basic services essential to the development of French-language education; and
5. To assist the Minister of Education in the negotiation and administration of all federal support programs for the promotion of official languages in education.

# The Curriculum Development and Implementation Branch

The Curriculum Development and Implementation branch designs and implements, on a continuing basis, a planned program of provincial curricula (K to Grade 12) for Manitoba's Français and Immersion schools. It also designs and implements, likewise on a continuing basis, a planned program for Manitoba's Basic French population. The branch also provides provincial curriculum services through a team of specialist consultants in curriculum implementation and evaluation.

## Activities

1. Français as a first language (elementary)

- Formal program implementation was terminated.
- Workshops on oral communication, with Diane Séguin of Montréal, co-author of the text ***Communication orale — Le français sous toutes ses formes***, was presented to teachers of grades 4, 5 and 6 (2 days).
- Evaluation of supplementary textbooks for grades 4, 5 and 6 was undertaken.
- Analysis and development of various teaching materials was continued.
- A pilot project in grades 1 and 2 in ***Et si on lisait...***, a new method in reading, was undertaken in one school.
- First steps in program evaluation were undertaken.

2. Français as a first language (secondary)

- The follow-up to the implementation of the official grades 7 and 8 programs was undertaken.
- The implementation of the unofficial versions of the grades 9 and 10 programs was undertaken.
- Workshops and support materials supported the implementation process. Piloting of these materials was conducted in a number of grade 7 classes.
- The writing of the grades 11 and 12 programs was started.

3. Français as a second language — immersion (elementary)

- The level I document for the elementary levels (4-6) was completed and subsequently distributed to schools.
- A committee of teachers was established to review and evaluate the new grade 4 French Immersion reading program.
- Two committees were established to further develop the primary and elementary level I documents.
- Support materials were created at the primary level to assist in the teaching of oral communication skills.

4. Français as a second language — immersion (secondary)

- The implementation of the grades 7 and 8 program was continued.
- The provisional version of the grade 9 program was written.
- A committee of teachers was set up to establish the general orientation for the grade 10 program.

5. Basic French

- A new policy for Basic French was adopted and announced by the Minister in June:
  - only grades 4 and 7 are considered as entry points for the Basic French 9-year program and 6-year program.
  - grade 10 is considered a re-entry point for the Basic French 3-year program.

— an exposure package for K to grade 3 has been developed.

- For the Basic French 9-year program, implementation continued in grades 4, 5 and 6.
- Planning for the grade 7 level of the 9-year program was completed and initial preparation was done for the grade 8 level.
- Planning for the 6-year program and the 3-year program was initiated.
- In-service training was offered to teachers of the 9-year program.
- Services to teachers of Conversational French were maintained.

6. Communications Technology (or Computer Education)

- At the elementary level, a new program using the LOGO language was piloted in grade 5.
- At the junior high level, a computer science exposure module was developed and piloted with the cooperation of staff in the St. Boniface School Division.
- At the senior high level, a first French version of the 105 program was piloted. A series of posters on the history of computers, six individualized audio-tutorial modules, and three French versions of software concerning the learning of the BASIC language were developed and piloted. Evaluation tools were also produced. A new textbook for the 105 course was piloted.
- Specialized computer software for the 202 Data Processing course was piloted. Workshops for computer education specialists were organized and dealt with LOGO, robotics and telematics.
- Over 100 modules were developed by teachers and produced by STEP students during the summer. These were made available to schools in the fall.
- Many workshops were organized in both Français and French Immersion schools.
- In cooperation with the College universitaire de St-Boniface, two credit courses of 45 hours each were piloted. More than 25% of Manitoba's francophone teachers opted for those courses.

7. Mathematics

- At the elementary level, a new textbook was piloted and authorized in grade 5. A new textbook was piloted in a few grade 6 classes.
- At the junior high level, a new textbook was piloted and authorized in grade 8. A booklet on problem solving was prepared. Workshops were held for grades 7, 8 and 9 teachers to facilitate the integrated utilization of this new document with the existing curriculum guides.
- At the senior high level, the revised curriculum guides for Mathématiques 100 and Mathématiques 101 were implemented. A booklet containing exercises to accompany the revised Mathématiques 101 course was prepared and made available to teachers.
- Modules designed for individualized learning were prepared for Mathématiques 100 and Mathématiques 101. The revision of the grade 11 guide was continued.

8. Social Studies

- FRANÇAIS — The grades 8 and 9 programs were piloted and the teachers were initiated to the new programs on two occasions.
- IMMERSION — The K to grade 4 programs were revised, adapted and reedited to guarantee a closer parallel with those in the English-language schools. A second edition of the interim guides K-4 was produced and piloted in all the immersion schools as of September. The grades 8 and 9 interim guides continued to be piloted.

9. Science

- At the elementary level, the new program of studies for grades 1 and 2 (French Immersion) was implemented on a province-wide basis. The interim curriculum guides for grades 3 and 4 were piloted in schools throughout the province, and the development of guides for grades 5 and 6 was begun.
- At the junior high level, changes were made to the curriculum guide on the basis of feedback from pilot teachers. This revised program of studies was later implemented in all schools of the province.
- At the secondary level, an interim curriculum guide for Sciences 100/101 is in the final pilot stages. The curriculum guides for Sciences naturelles 201 and 301 were completed, and the piloting of these same programs is in progress.
- Instructional materials for the junior and senior high levels were developed.

10. English

«Ecoles françaises»

- The temporary versions of the grades 4, 5, 6, 7, 8 and 9 English curriculums were distributed in the schools.
- The revision of the English curriculum for the third grade (beginning year in English for the «écoles françaises») was completed and the final version has been in schools since October.

French Immersion Schools

- A revision of the English curriculum for the primary grades (1-2-3) was begun.
- The curriculum for grades 4, 5 and 6 was implemented.
- The curriculum for grades 7 and 8 was completed and has been in schools since October.

11. Physical Education and Health

- At the primary level (K-3), implementation of the program was completed.
- At the intermediate level (4-6), the program was implemented in some areas of the province (Français and Immersion).
- At the junior high level, parts of the program are being piloted.
- A committee of teachers was established to continue the development of the program at the Junior High and Senior High levels.

Health

- Committees were established to develop a curriculum guide for K to grade 9 (Français and Immersion).

12. Music

- The programs of studies for grades 1, 2, 3 and 4 were completed.
- The teacher's guides for grades 1, 2, 3 and 4 were completed.
- Curriculum support material for the above programs were completed.
- These programs, teacher's guides, and materials were implemented.

13. Visual Education

- Orientation sessions for the Grades 1 and 2 programs of studies (Français and Immersion) were given for thirty-two schools in the province.
- The Grade 2 provisional program of studies was revised and implemented.
- The Grades 3 and 4 programs of studies (Français and Immersion) were developed and piloting was begun in a selected group of schools.
- Work on the development of the Grades 5 and 6 (Français and Immersion) programs of studies was begun.

14. Guidance and Business Education

Guidance

- So as to offer French-language services to schools, participation in the organization of the Careers Symposium, Careers Week and Crime Prevention Month was maintained.

Business Education

- The official version of the Business Principles 101 program of studies was made available to schools. Typing 202 and 302 programs of studies were written and are presently being piloted.

15. Kindergarten

- The curriculum guide for Kindergarten was piloted in a few Français and Immersion schools as of September.

# The Educational Support Services Branch

This branch of the Bureau de l'Education française Division is responsible for a number of activities and services closely related to French-language education in Manitoba schools. These include (a) the computation, distribution and supervision of provincial grants to school divisions for the teaching of French as a first and as a second language; (b) pedagogical, administrative and cultural liaison with the various branches of the Department of Education, school divisions, schools and a number of local, provincial, national and even international organizations involved with French-language education; (c) analysis and evaluation of the special projects funded by the BEF Division; (d) statistical analysis; (e) research projects directly related to French-language education.

Furthermore, the Educational Support Services branch is responsible for some interprovincial and international agreements, for the organization and support of a few cultural projects within the school system as well as providing some technical assistance to school divisions in the recruitment of qualified bilingual teachers for Manitoba's Français and Immersion schools.

## Activities

1. Provincial grants to school divisions

   In 1983, the Government of Manitoba distributed:

   (a) approximately $1,200,000 to ten school divisions for the teaching of French as a first language to some 6,100 students;

   (b) over $3,000,000 to twenty school divisions responsible for the teaching of French immersion to more than 9,100 students;

   (c) approximately $150,000 to twenty school divisions and one school district involved in the new Basic French Program in which close to 9,000 students are enrolled; and,

   (d) about $300,000 to the forty-six school divisions and four school districts involved in the regular Conversational French course in which some 70,000 students are enrolled.

2. Liaison

   In September, the Educational Support Services branch of the BEF assigned to two of its education officers the task of acting as liaison officers between the Bureau and the schools which have French as the language of instruction. One works half-time with the 37 «Français» schools and the other works half-time with the 57 schools offering a French Immersion program. In addition to a close liaison with the Department's other branches, it should be noted that liaison was also maintained with an increasing number of provincial and national associations involved with French-language education.

3. Research

   Two major studies, one on Basic French and the other on French Immersion programs, were completed. The objective of the first study was to evaluate the linguistic abilities of the grade five students enrolled in the Core French Pilot Project during the 1982/83 school year. The second study evaluated the competence of grade six and grade nine students enrolled in a French Immersion program. The three areas tested were the students' competencies in French, English and Mathematics. The branch also worked very closely with the Planning and Research branch of the Department of Education on a few surveys including one on grade 12 students' post-secondary plans. A survey of the schools offering a French-language program was conducted so as to assist the branch in priorizing the research needs of the schools surveyed.

4. Data

   In the area of data processing and statistical analysis, the branch defined and elaborated its data processing procedures. It collected and analyzed student enrolment data for the calculation and distribution of French-language grants to school divisions offering Français, French Immersion and Basic French programs. Also, more detailed teacher characteristic information was gathered to augment and update this database.

5. Cultural Projects

   With the cooperation of fourteen Manitoba cultural associations and eight out-of-province cultural organizations, the Educational Support Services branch coordinated and helped in the realization of 20 cultural projects which benefited 13,000 students in the Français and Immersion schools of the province. In particular, the branch participated in the creation of eight cultural presentations such as twinning of schools, «Festival théâtre jeunesse», «Jeux floraux», etc. Nine materials production workshops were developed and supervised by the branch for the purpose of preparing students and teachers to better appreciate the various cultural activities offered. During the year, emphasis was placed on encouraging local artists to perform in Manitoba schools.

6. Recruitment of Bilingual Teachers

   Sixty-two applications for teaching positions have been received by the Educational Support Services branch in the area of French-language education. Many of those applications have been forwarded to superintendents and principals who have called upon the branch's service to act as an intermediary between applicants and school divisions. At the request of six school divisions, the branch has been involved in the hiring of about ten teachers in Manitoba.

7. Cultural-Educational Agreements

   Under the agreements France-Canada, Belgium-Canada and Quebec-Manitoba, the Educational Support Services branch was involved in the realization of 19 projects for teachers and students. Twenty teachers participated in professional courses in France and two participated in Belgium. As well, three students followed courses in

Québec. Eight consultants from Québec came to Manitoba and shared their expertise in areas such as Library Science, production of instructional materials, pedagogy and other disciplines.

A new project this year involved the twinning of five students from Manitoba with five students from Québec for a six-month period.

8. Special Projects

The Educational Support Services branch has set up a selection process to evaluate requests for the funding of special projects which are received from schools, school divisions, educational organizations and/or the general public. The requests are evaluated, ranked in order of priority, and accepted or denied. In 1983, the branch has helped in the realizations of 10 projects which were of benefit to over 10,000 students in the French and Immersion schools of the province.

# The Library and Materials Production Branch

The branch includes a French-language library and an instructional materials production section. It is located at 200, avenue de la Cathédrale, in St. Boniface.

## General objectives

1. To provide leadership and professional support in the assessment, development, selection and use of media as an integral part of the teaching/learning process, as pertains to French-language education;
2. To provide French-language printed materials and audio-visual software and services to: Manitoba French-language teachers (K-12), Department of Education employees and education professionals; and
3. To select, develop and produce French-language media materials for educational use in conjunction with curriculum needs in the province.

## Activities

1. Production of Instructional Materials

The primary goal of the production section is to provide Manitoba's French-language teachers with the instructional materials and resources needed to improve the teaching/learning environment.

In 1983, the following projects were realized:

- Video
  - L'informatique
  - Sciences naturelles 1, 2 & 3
  - Vivre sur la butte (last edition)
  - Parlement Jeunesse
  - Animation du film
  - Rondinettes
  - Express Arc-en-ciel
  - Rencontre: auteur/lecteur
  - Maurice Deniset-Bernier raconte
  - Les batteux
- Slide and tape presentations
  - Louis Riel #1: Manitoba en Confédération
  - Louis Riel #2: L'exil
  - Louis Riel #3
  - Le Festival du Voyageur à l'école élémentaire de Saint-Pierre-Jolys
  - Louis Riel et la colonie de la Rivière-Rouge
  - Bienvenue à la Direction des ressources (French and English versions)
  - Le fou de l'île
  - Expo-sciences '83
  - Atelier audio-visuel (E.F.M.)
  - Projet: Festival du livre
  - Initiation à l'histoire
- Audio programs
  - Traitement de la crise cardiaque
  - Nos petits manitobains
- Photo programs
  - Rivières, ponts et rues de Winnipeg
  - Contes en première année
  - Camp d'été
  - «Cré Sganarelle»
- 8 mm Film
  - Contes en première année

- Others (Printed materials)
  - — Développement de la perception motrice
  - — Bonjour les étoiles
  - — Tableaux de la Méthode dynamique
  - — Dossier sur les artistes canadiens-français
  - — Atelier de formation
- Under a summer employment program, the following projects were realized:
  a) Slide and tape presentations
  - — Saint-Boniface: ville cathédrale
  - — Le voyageur de l'Ouest canadien
  - — Le Festival du Voyageur à Saint-Boniface
  - — Quel est ton métier?

  b) Others (Printed materials)
  - — Le Jour du Souvenir
  - — Les fêtes canadiennes-françaises
- Under the Quebec/Manitoba agreement two Manitoba students received a bursary to study cinematography:
  - — Martin Joyal (C.E.G.E.P., St-Jérôme, Québec)
  - — Christian LeDorze (Laval University, Québec City)

2. The Library

The library which has more than 43,000 items has as its main goal the loan of printed materials and audio-visual software to users. Users can also benefit from the reference and information services of the branch. In addition, a large selection of educational magazines is available.

- Statistics for 1983
  - — Loan of documents 29,700
  - — Requests — information 1,041
  - — Requests — reference 1,701
  - — Guided tours of the Center 100
- Writer-in-Residence Program
  - — Ginette Anfousse and Raymond Plante visited 17 schools throughout the province.
  - — Christiane Duchesne visited 7 schools.
- This year, our users enjoyed a very special viewing session from the Centre franco-ontarien des ressources pédagogiques.
- The branch coordinated a MINI BOOK FESTIVAL: 2500 titles including children's books, textbooks, languages and literature...
- The branch sponsored a three-credit LIBRARY COURSE through St. Boniface College. Seventeen students registered for this special course on the Dewey system of classification, given by University of Montreal teacher Francine Frappier.
- Under a summer employment program:
  - — a «posters» bank was set up (500 posters)
  - — the vertical file now has 1889 laminated illustrations and 2198 pamphlets.

# Official Languages Programmes and Administrative Services Branch

This sector supervises the Federal-Provincial Agreement for Official Languages in Education to maximize benefits for the Province. The agreement provides assistance for French-language education to students and teachers by means of bursaries and fellowships. It also includes the Official Language Monitors' Program and adult education opportunities. This sector is also responsible for the preparation and control of the Division's budget and for all administrative, clerical and secretarial services to the Division.

## Activities

1. In 1983, as a result of federal, provincial and inter-provincial negotiations, the Province of Manitoba received $1,904,000 in direct financing. These monies were used:

   (a) for the continued shared-costs funding of many special projects, such as the St. Boniface Community College and the Bureau de l'Education française's operational costs;

   (b) to assist 100 teachers in their pursuit of linguistic proficiency or pedagogical upgrading by offering them financial assistance so they could attend special-

ized courses at St. Boniface College or at other Canadian postsecondary institutions;

(c) to provide scholarships to 361 postsecondary students who were pursuing their studies in the French language.

2. Under the auspices of the Council of Ministers of Education, Canada (C.M.E.C.), and within the terms of reference of the Official Language Bursaries Program as financed by the Secretary of State Department, the following occurred:

(a) twenty-five Manitoba postsecondary students worked as language monitors in other Canadian provinces, while Manitoba received 48 monitors who worked in our public schools and universities;

(b) two hundred and fifty four students each received a $1,200 bursary to participate in six-week second-language courses offered by 45 Canadian institutions, while 219 students came to Manitoba to study French or English as a second language; and,

(c) thirteen native French-speaking Manitoban students participated in a French-language summer program at the University of Québec in Trois-Rivières.

# La Division du Bureau de l'Education française

Le Bureau de l'Education française est responsable de toute l'éducation en langue française au Manitoba: assurer une éducation en langue française aux Manitobains dont la langue maternelle est le français et fournir aux Manitobains d'expression anglaise désireux de se faire instruire en français des programmes susceptibles de répondre à leurs besoins. A l'heure actuelle, le Bureau met l'accent sur l'élaboration de programmes d'études et d'activités connexes en développement professionnel, y compris l'évaluation des programmes et la recherche dans le domaine de l'éducation française. Le Bureau est également responsable du calcul et du paiement de subventions destinées aux divisions scolaires où sont offerts des programmes français. Le personnel du Bureau négocie avec les autorités fédérales en ce qui concerne l'obtention de fonds pour les divers programmes de bourses d'études administrés par le Bureau. De plus, le Bureau de l'Education française identifie les besoins des collectivités francophone et anglophone en ce qui a trait à l'éducation française et communique ceux-ci au Ministre et au Sous-ministre de l'Education afin qu'ils puissent suivre de près le dossier et agir s'il y a lieu de le faire.

Le Bureau utilise les deux langues officielles du pays.

## Objectifs

1. Etudier, élaborer et recommander au Ministre de l'Education des politiques et des priorités concernant tous les aspects de l'éducation française;
2. Promouvoir, planifier, appliquer, administrer et faciliter tous les aspects de l'éducation française pour les clientèles francophone et anglophone;
3. Assurer une liaison et une coordination avec les autres divisions du Ministère de l'Education (et leurs directions respectives) pour les services auxiliaires relevant des attributions du Bureau;
4. Intégrer tous les services de base essentiels au développement de l'éducation française; et,
5. Assister le Ministre de l'Education dans la négociation de tous les programmes d'aide fédérale visant la promotion des langues officielles dans l'enseignement, et en assurer l'administration.

## La Direction du développement et de l'implantation des programmes

La Direction du développement et de l'implantation des programmes voit à la formulation et à l'implantation, sur une base continuelle, d'une série de programmes d'études pour les étudiants de la maternelle à la douzième année à l'échelle de la province, et ce, pour les écoles françaises comme pour les écoles d'immersion. Cette direction du Bureau formule et implante, également sur une base continuelle, un cours d'études pour les Manitobains intéressés au français de base. L'équipe de conseillers pédagogiques oeuvrant à la formulation des programmes d'études fournit également des services d'implantation et d'évaluation pour ces programmes.

## Activités

1. Français langue première (élémentaire)

- Des sessions formelles d'implantation furent terminées avec les derniers ateliers

du ***Savoir lire*** et ***Savoir écrire*** en mai et juin.

- Un atelier traitant de ***Communication orale — Le français sous toutes ses formes*** fut présenté par Diane Séguin de Montréal aux professeurs des 4e, 5e et 6e années (2 jours).
- En comité, l'évaluation de différentes séries pour les 4e, 5e et 6e années se poursuivit et l'analyse et le développement de matériel didactique se sont effectués.
- Deux classes pilotes se servant de la méthode ***Et si on lisait...*** furent établies en première et deuxième années.
- Les premières étapes de l'évaluation du programme furent entamées.

2. Français langue première (secondaire)

- Le suvi à l'implantation des versions officielles des nouveaux programmes de 7e et 8e années fut commencé.
- L'implantation des versions provisoires des nouveaux programmes de 9e et 10e années fut commencée.
- Des ateliers et du matériel didactique appuyèrent l'effort d'implantation. En plus, des mises à l'essai furent conduites dans plusieurs classes de 7e année.
- La rédaction des programmes de 11e et 12e années fut amorcée.

3. Français langue seconde — immersion (élémentaire)

- Au niveau élémentaire (4 à 6), le programme-cadre fut complété par le comité de travail et fut distribué aux écoles.
- Un comité d'enseignants fut mis sur pied pour faire l'évaluation du programme de lecture en 4e année.
- Deux comités d'enseignants furent mis sur pied pour planifier le développement des programmes d'études au niveau primaire (1 à 3) et au niveau élémentaire (4 à 6).
- Du matériel didactique pour faciliter la communication orale fut créé et mis à la disposition des enseignants au niveau primaire.

4. Français langue seconde — immersion (secondaire)

- L'implantation des programmes d'études des 7e et 8e années fut poursuivie.
- La version provisoire du programme de 9e année fut rédigée.
- Un comité d'enseignants fut mis sur pied pour élaborer les grandes orientations du programme d'études de la 10e année.

5. Français de base

- Une nouvelle politique en français de base fut adoptée et annoncée par le Ministre en juin:
  - seules les 4e et 7e années sont considérées comme niveau d'introduction — Français de base-Programme de 9 ans et Programme de 6 ans.
  - la 10e année est un niveau de réintroduction appelé Français de base — Programme de 3 ans.
  - pour les enseignants de la maternelle à la 3e année une «formule de sensibilisations» fut élaborée.
- L'implantation des programmes en 4e, 5e et 6e années fut poursuivie dans le Français de base — Programme de 9 ans.
- Des travaux d'élaboration du programme de la 7e année (Programme de 9 ans) furent terminés et ceux de la 8e année amorcés.
- Des travaux d'élaboration des Programmes de 6 ans et de 3 ans furent commencés.
- Le perfectionnement des enseignants du Programme de 9 ans fut assuré.
- Les services en «Conversational French» furent maintenus.

6. Micro-informatique

- Au niveau élémentaire, le rodage d'un cours d'initiation au langage LOGO et aux micro-ordinateurs fut réalisé.
- Au niveau présecondaire, un module de sensibilisation aux ordinateurs fut développé et mis à l'essai en collaboration avec le personnel de la Division scolaire de St-Boniface.
- Au niveau secondaire, une première version française du programme d'études du cours 105 fut rodée dans les écoles. A cet effet, une série d'affiches relatant l'histoire de l'informatique, six modules individualisés du type monitorats audio-visuels et trois didacticiels se rapportant au cours BASIC furent développés et mis à l'essai. Des outils d'évaluation furent également produits. Un nouveau manuel fut mis à l'essai.
- Des progiciels furent mis à l'essai pour le cours #202, TRAITEMENT DES DONNÉS.
- Des ateliers pour les professeurs spécialistes en micro-informatique eurent lieu

pour compléter leurs connaissances en langage LOGO, en robotique et en télématique.

- Plus de 100 didacticiels furent conçus ou adaptés par des enseignants et réalisés par des étudiants STEP pendant l'été. Ces didacticiels furent mis à la disposition des écoles à l'automne.
- De nombreuses séances d'animation furent données dans les écoles du Manitoba.
- En collaboration avec le Collège universitaire de St-Boniface, deux cours crédités totalisant 45 heures chacun ont permis de former près de 25% des enseignants francophones du Manitoba.

7. Mathématiques

- Au niveau élémentaire, un nouveau manuel fut étudié et agréé pour la 5e année. Un nouveau manuel fut mis à l'essai dans quelques classes de la 6e année.
- Au niveau présecondaire, un nouveau manuel fut étudié et agréé pour la 8e année. Un document portant sur le résolution de problèmes fut préparé. Des ateliers pour les professeurs des 7e, 8e et 9e années eurent lieu pour les aider à mieux intégrer ce nouveau document au programme d'études existant.
- Au niveau secondaire, le programme d'études révisé pour Mathématiques 100 et 101 fut implanté. Un cahier d'exercices pour accompagner le nouveau programme de Mathématiques 101 fut réalisé et rendu disponible aux professeurs.
- Des modules visant l'apprentissage individualisé furent rédigés pour les cours de Mathématiques 100 et 101. La révision du programme d'études en 11e année se poursuivit.

8. Sciences humaines

- FRANÇAIS — Les programmes des 8e et 9e années continuèrent d'être en rodage dans les écoles. Deux rencontres des professeurs concernés à ces niveaux eurent lieu au courant de l'année.
- IMMERSION — Les programmes de la maternelle à la 4e année furent révisés, adaptés et réédités pour qu'ils concordent mieux aux programmes des écoles anglaises. Une deuxième édition des guides pédagogiques provisoires (M à 4) fut produite et mise en rodage dans toutes les écoles d'immersion dès septembre. Les programmes des 8e et 9e années continuèrent d'être en rodage dans les écoles.

9. Sciences naturelles

- Au niveau élémentaire, les programmes d'études pour les classes de 1re et de 2e années (immersion) furent implantés à l'automne. Les programmes pour les 3e et 4e années (immersion) furent mis en rodage dans plusieurs écoles de la province. Le développement de programmes fut initié pour les 5e et 6e années.
- Quant aux niveaux 7, 8 et 9 l'implantation du programme d'études eut lieu au printemps pour toutes les écoles de la province.
- En ce qui concerne le niveau secondaire, le programme provisoire en Sciences 100/101 fut mis à l'essai pour un dernier rodage. Les programmes d'études en Sciences naturelles 201 et 301 furent complétés et la mise à l'essai entamée.
- Du matériel didactique fut développé pour les niveaux présecondaire et secondaire.

10. Anglais

Ecoles françaises

- Les programmes d'études (versions provisoires) pour les 4e, 5e, 6e, 7e, 8e et 9e années furent mis en place dans les écoles durant l'année.
- La révision du programme de la 3e année fut terminée et le document est dans les écoles depuis le début d'octobre.

Ecoles d'immersion

- La révision du programme d'études en 1re, 2e et 3e années fut amorcée.
- La programmation en 4e, 5e et 6e années fut mise en place.
- La programmation en 7e et 8e années fut terminée et implantée dans les écoles depuis octobre.

11. Education physique et hygiène

Education physique

- Au niveau primaire (M à 3), l'implantation du programme fut terminée.
- A l'élémentaire (4 à 6), le programme fut implanté dans quelques écoles de la province (français et immersion).
- Au niveau présecondaire, des parties du programme furent mises à l'essai.
- Un comité poursuit la programmation de la 7e à la 12e années (français et immersion).

Hygiène

- Des comités furent formés pour amorcer le programme — cadre et le guide pédagogique (M à 9).

12. Education musicale

- Les programmes d'études pour les 1re, 2e, 3e et 4e années furent terminés.
- Les guides pédagogiques pour les 1re, 2e 3e et 4e années furent terminés.
- Le matériel didactique pour les 1re, 2e et 3e années fut terminé.
- Les programmes d'études et les guides pédagogiques pour les 1re et 2e années furent implantés.

13. Education visuelle

- Des sessions d'implantation eurent lieu pour les professeurs de la 1re et de la 2e années dans trente-deux écoles de la province.
- Le guide/manuel de la 2e année fut révisé et rendu disponible aux écoles françaises et d'immersion de la province.
- L'élaboration des guides/manuels de la 3e et de la 4e années fut complétée et le rodage de ceux-ci fut amorcé dans sept écoles de la province.
- Le travail d'élaboration des guides/manuels de la 5e et de la 6e années fut amorcé.

14. Orientation et cours commerciaux

Orientation

- Afin d'assurer un service en français aux écoles, une participation à l'organisation du symposium des carrières, de la semaine des carrières et du mois de la prévention du crime fut maintenue.

Cours commerciaux

- La version officielle du programme de Commerce 101 fut rendue disponible. Les programmes de Dactylographie 202 et 302 furent rédigés et mis à l'essai.

15. Maternelle

- Le guide pédagogique de la maternelle fut mis à l'essai en septembre dans quelques écoles françaises et d'immersion.

# La direction des services de soutien en éducation

La Direction de services de soutien en éducation est responsable d'une variété de dossiers, d'activités et de services reliés étroitement à l'éducation française: (a) calcul, distribution et surveillance des subventions provinciales aux divisions scolaires pour l'enseignement en langue française (français langue première et français langue seconde); (b) liaisons pédagogiques, administratives et culturelles entre le Bureau de l'Education française et les divers secteurs du Ministère, les commissions scolaires, les écoles et les différents organismes locaux, provinciaux, nationaux et même internationaux qui s'intéressent à l'éducation en langue française; (c) analyse et évaluation des projets spéciaux subventionnés par le Bureau de l'Education française; (d) analyse des statistiques; (e) projets de recherche spécifiques à l'éducation française.

De plus, cette direction est responsable de quelques ententes interprovinciales, nationales et internationales de certains projets culturels et du recrutement d'enseignants bilingues pour les écoles françaises et d'immersion du Manitoba.

## Activités

1. Subventions provinciales aux divisions scolaires

   En 1983, le gouvernement du Manitoba distribua:

   (a) approximativement $1,200,000 à dix divisions scolaires pour l'enseignement du français langue première, dirigé à 6,100 étudiants francophones;

   (b) un peu plus de $3,000,000 à 20 divisions scolaires pour l'enseignement de l'immersion française, dirigé à plus de 9,100 étudiants d'expression anglaise;

   (c) approximativement $150,000 à une vingtaine de divisions scolaires et un district scolaire pour l'enseignement du français de base, dirigé à environ 9,000 étudiants; et,

   (d) environ $300,000 à quarante-six divisions scolaires et quatre districts scolaires pour le «Conversational French», dirigé à environ 70,000 étudiants.

2. Liaison

   Vu le nombre grandissant d'écoles offrant un programme d'immersion française, la Direction des services de soutien en éducation décida d'assigner deux agents d'éducation à la tâche de liaison afin d'assurer une communication étroite, active et continue avec les 37 écoles françaises et les 57 écoles d'immersion de la province. Ces deux agents sont préposés à la liaison à demi-temps seulement. Outre les liaisons nécessaires avec les autres directions du Minis-

tère, il faut mentionner celles avec un nombre grandissant d'associations et d'organismes provinciaux et nationaux intéressés à l'éducation française.

3. Recherche

Deux études majeures, une portant sur le français de base, l'autre sur les programmes d'immersion, furent complétées en 1983. La première étude avait pour but d'évaluer les quatre habiletés linguistiques des élèves inscrits dans le projet pilote de français de base au niveau de la cinquième année. La deuxième étude avait pour but d'évaluer les compétences en anglais, français et mathématiques des élèves inscrits en sixième et en neuvième années aux programmes d'immersion de la province du Manitoba. Cette étude comprenait aussi un sondage auprès des parents et des enseignants sur la question d'attitude envers le programme. La direction des services de soutien en éducation a collaboré avec la direction de la planification et de la recherche du Ministère pour effectuer un sondage au sujet des projets d'avenir des étudiants de la 12e année. Elle a aussi effectué deux sondages auprès des directeurs d'écoles françaises, un pour connaître leurs besoins en recherches, l'autre pour connaître leurs besoins pour des cours par correspondance en français.

4. Traitement des données et statistiques

La direction élabora et concrétisa son service de traitement des données et de l'analyse statistique. La cueillette et l'analyse des inscriptions scolaires furent réalisées pour déterminer les montants des subventions devant être accordées à chaque division scolaire où les programmes de français, d'immersion et de français de base sont offerts. En plus, la cueillette de renseignements sur les caractéristiques des enseignants fut faite afin de préciser des profils dans la population enseignante.

5. Projets culturels

En collaboration avec quatorze associations culturelles du Manitoba et huit organismes culturels hors province, la direction des services de soutien en éducation coordonna la réalisation de vingt projets culturels dont bénéficièrent les 13,000 étudiants des écoles françaises et d'immersion du Manitoba. De façon particulière, la Direction participa à la création de huit de ces manifestations culturelles, telles que le jumelage d'écoles, le «Festival théâtre jeunesse», les «Jeux floraux», etc. En plus, neuf cahiers pédagogiques furent développés afin de sensibiliser et préparer les étudiants et les enseignants à mieux profiter et apprécier ces manifestations culturelles. La priorité de l'année fut d'encourager les groupes et artistes locaux à rayonner davantage dans les écoles du Manitoba.

6. Recrutement d'enseignants bilingues

Soixante-deux demandes d'emploi de professeurs furent dirigées à la Direction des services de soutien en éducation pour des postes d'enseignement bilingues au Manitoba. Plusieurs de ces demandes ont été acheminées aux directeurs généraux et directeurs d'écoles qui ont fait appel au service de la direction qui agit comme intermédiaire entre les demandes d'emplois des professeurs et les commissions scolaires. De façon active, la direction fut impliquée, à la demande de six commissions scolaires, à l'embauche d'une dizaine de professeurs au Manitoba.

7. Ententes culturelles-éducatives

Dans le cadre des ententes France/Canada et Belgique/Canada et de l'accord de coopération Québec/Manitoba, la Direction des services de soutien en éducation participa à la réalisation de dix-neuf projets s'adressant aux enseignants et aux étudiants. Vingt professeurs suivirent un stage de perfectionnement en France et deux en Belgique; trois étudiants suivirent un cours au Québec. Huit spécialistes du Québec vinrent au Manitoba fournir leur expertise en bibliothéconomie, en production de matériel didactique et en pédagogie. Une première: cinq étudiants manitobains furent jumelés avec 5 étudiants québécois pour une période de six mois.

8. Projets spéciaux

La direction des services de soutien en éducation établit un processus de sélection de projets spéciaux par lequel sont évaluées les demandes provenant des écoles, des divisions scolaires et des organismes éducatifs ou communautaires. Une fois évaluées et analysées, ces demandes sont acceptées ou refusées. En 1983, la direction aida à la réalisation d'une dizaine de projets dont bénéficièrent près de 10,000 étudiants dans les écoles françaises et d'immersion de la province.

## La Direction des ressources éducatives françaises

La direction comprend une bibliothèque française et un secteur de production de matériel didactique. La direction est située au 200, avenue de la Cathédrale, à Saint-Boniface.

## Objectifs généraux

1. Assurer un rôle de meneur et d'appui professionnel auprès des usagers en ce qui concerne le développement, la sélection et l'utilisation des media sous toutes leurs formes comme partie intégrante de l'enseignement ou du processus d'apprentissage;
2. Fournir le matériel et les services aux professeurs de la province (M à 12), aux employés du Ministère de l'Education et aux professionnels de l'éducation, de façon à améliorer le milieu de l'enseignement; et,
3. Choisir, développer et produire le matériel pour utilisation pédagogique en relation avec les besoins exprimés dans les écoles de la province.

## Activités

1. La production de matériel didactique

   Le but premier du secteur de la production est de fournir aux usagers de la province le matériel en français, nécessaire à leur enseignement. Un comité de priorité voit à établir la liste des productions entreprises par la Direction.

   En 1983, les productions suivantes furent réalisées:

   - Vidéogrammes
     - L'informatique
     - Sciences naturelles 1, 2 et 3
     - Vivre sur la butte (dernière édition)
     - Parlement jeunesse
     - Animation du film
     - Rondinettes
     - Express Arc-en-ciel
     - Rencontre: auteur-lecteur
     - Maurice Deniset-Bernier raconte
     - Les batteux
   - Audio-visions
     - Louis Riel #1 — Manitoba et Confédération
     - Louis Riel #2 — L'exil
     - Louis Riel #3
     - Le Festival du Voyageur à l'Ecole élémentaire de Saint-Pierre-Jolys
     - Louis Riel et la colonie de la Rivière-Rouge
     - Bienvenue à la Direction des ressources (versions française et anglaise)
     - Le fou de l'Ile
     - Expo-science 83
     - Atelier audio-visuel (E.F.M.)
     - Projet: Festival du livre
     - Initiation à l'histoire
   - Audiogrammes
     - Traitement de la crise cardiaque
     - Nos petits manitobains
   - Photogrammes
     - Rivières, ponts et rues de Winnipeg
     - Contes en première année
     - Camp d'été
     - «Cré Sganarelle»
   - Film 8 mm
     - Contes en première année
   - Autres (Imprimés)
     - Développement de la perception motrice
     - Bonjour les étoiles
     - Tableaux de la Méthode dynamique
     - Dossier sur les artistes canadiens-français
     - Affiches
     - Atelier de formation
   - Dans le cadre d'un projet d'été, les projets suivants furent réalisés:
     - Saint-Boniface: ville cathédrale (audio-vision)
     - Le voyageur de l'Ouest canadien (audio-vision)
     - Le Festival du Voyageur à St-Boniface (audio-vision)
     - Quel est ton métier? (audio-vision)
     - Le Jour du souvenir (imprimé seulement)
     - Les fêtes canadiennes-françaises (imprimé seulement)
   - Sous l'égide de l'entente Québec/Manitoba, deux manitobains ont reçu des bourses pour études en cinématographie:

— Martin Joyal au C.E.G.E.P. de St-Jérôme

— Christian LeDorze à l'Université Laval de Québec

2. La bibliothèque

La bibliothèque, qui compte plus de 43,000 documents, a pour but premier la diffusion de tout matériel imprimé et non-imprimé auprès des usagers. Ces derniers peuvent profiter d'un service de référence et d'information dans tous les domaines de la collection de la bibliothèque. Un vaste échantillon de revues touchant l'éducation est également disponible.

- Statistiques pour l'année 1983
  - — Nombre de prêts de documents 29,700
  - — Nombre d'interventions de type information 1,041
  - — Nombre d'interventions de type référence 1,701
  - — Nombre de visites guidées du Centre 100
- Le Centre franco-ontarien des ressources pédagogiques vint présenter ses nouveautés à notre public.
- Visites d'auteurs
  - — Ginette Anfousse et Raymond Plante visitèrent 17 écoles manitobaines.
  - — Christiane Duchesne visita 7 écoles.
- Dans le cadre d'un projet d'été:
  - — une banque de 500 affiches fut mise sur pied
  - — le classeur vertical compte maintenant 1889 illustrations plastifiées et 2198 brochures.
- La direction coordonna un mini Salon du Livre (Plus de 2,500 titres pour enfants, manuels scolaires, langue et littérature.)
- La direction organisa un cours crédité en bibliothéconomie. Portant sur la classification et la codification, dix-sept étudiants profitèrent des connaissances de Mademoiselle Francine Frappier de l'Université de Montréal.

# Direction des programmes de langues officielles et des services administratifs

Cette section a pour responsabilité, entre autres, l'administration des programmes de financement ou d'assistance en vertu de l'Entente fédérale-provinciale pour les langues officielles dans l'enseignement. Les dispositions de cette entente permettent à la Province de récupérer du Gouvernement du Canada une partie des coûts supplémentaires entraînés par l'enseignement en français dans le système public et dans les universités. Elles couvrent également les domaines de l'assistance financière aux étudiants et aux professeurs pour des études en français ainsi que le financement de certains projets. Cette section est également responsable de la montée et du contrôle du budget, de tous les services administratifs et du secrétariat de la division.

## Activités

1. En 1983, à la suite de négociations fédérales, provinciales et interprovinciales, la Province du Manitoba put bénéficier de $1,904,000 en financement direct. Cette somme a permis:

   (a) la continuation du financement à frais partagés de plusieurs projets spéciaux dont le Collège communautaire de Saint-Boniface et les coûts d'opération du Bureau de l'Education française;

   (b) à 100 professeurs de/du français de perfectionner leurs connaissances linguistiques ou pédagogiques grâce à leur participation à des cours d'été spécialisés, soit au Collège universitaire de Saint-Boniface, soit dans d'autres institutions postsecondaires canadiennes;

   (c) à 361 étudiants du niveau postsecondaire d'entamer ou de poursuivre des études universitaires en français dans des domaines généraux ou spécialisés en bénéficiant de bourses de voyages ou de bourses d'études.

2. Sous les auspices du Conseil des ministres de l'Education du Canada (CMEC) et dans le cadre des programmes de moniteurs de langues officielles et de bourses d'été, financés par le Secrétariat d'Etat du gouvernement fédéral:

   (a) vingt-cinq étudiants postsecondaires manitobains exercèrent les fonctions de moniteurs de langue dans d'autres provinces canadiennes, alors que la Province accueillit 48 moniteurs dans les écoles publiques ou dans les universités du Manitoba;

   (b) deux cent cinquante quatre étudiants reçurent une bourse de $1,200 pour leur participation au cours d'été de langue seconde (d'une durée de six semaines) offert par 45 institutions canadiennes, alors que 219 étudiants vinrent au

Manitoba pour étudier le français ou l'anglais comme langue seconde; et

(c) treize étudiants franco-manitobains purent participer à un programme d'été de perfectionnement en langue française à l'Université du Québec, à Trois-Rivières.

# Departmental Administrative Support Services

The objectives of the Departmental Administrative Support Services Branch are to provide required internal administrative services to the Department through various functions as well as administrative services to assist the delivery of education to all Manitobans through the Directorate's various support functions. These functions include transportation, special schools, field oriented assistance, provision of capital facilities, administration of legislation and regulations and the operation of the Minister's office, Deputy Minister's office and General Administration.

## Changes in Legislation

In 1983 several revisions to The Public Schools Act were enacted.

School board were given the authority to enter into joint agreements with each other to build, operate and maintain facilities such as a vocational or other type of school. The legislation on school transportation was broadened to allow busing outside division boundaries.

Clarification of school board's authority to lease necessary buildings and property for school use was enacted.

A significant change was enacted to reduce the service time required by a teacher before having the right to "due process" from 20 teaching months to "more than 1 full school year."

Authority of school boards to dispose of land, buildings and buses was enacted subject to the approval of the Public Schools Finance Board.

Revisions to The Public Schools Act passed, subject to proclamation at a later date. These encompassed such things as specifying the matters referred in hearings and the time factor in Board of Arbitration awards, compulsory immunization of children to first-time admission to school unless not required to do so under the waiver clauses. The latter revision will be proclaimed when the corresponding regulations are gazetted under The Public Health Act.

Another significant revision which may be proclaimed at a later date provides for portability of the right of a teacher to due process from day one after more than 1 full year of teaching service and within three years of any previous service after that amount of time when a teacher moves from one school jurisdiction to another.

## Special Schools

The Minister of Education, through Section 207 of The Public Schools Act may make provision for educational services in unorganized territory where no other school or educational authority exists. The responsibilities of this branch are particularly apparent in the administration of the Falcon Beach School.

Additionally, members of the branch provide services to school divisions and act in liaison with the federal government in matters respecting Indian Bands directed towards independence and self-reliance.

Construction was completed early in 1983 of the new Ebb & Flow School at Hillridge, Manitoba. The school which serves the Hillridge Community and the Ebb & Flow Indian Reserve has a current enrollment of 330 pupils in grades Nursery to Twelve. Operation of the facility is administered by The Frontier School Division No. 48 on behalf of the Minister of Education.

Official opening ceremonies to commemorate the opening were held on Friday, September 16, 1983.

## Pupil Transportation

### Objectives:

To promote the safe, adequate, efficient and economical operation of the pupil transportation system.

### Major Activities:

The section provided 'state of the art' pupil transportation information through the regular production of a newsletter and published technical information to update school bus mechanics. School bus maintenance programs were evaluated through the inspection of vehicles for possible replacement and through analysis of the provincial 'Every Bus Inspection Program'. The results were tabulated and communicated to local school boards.

Recommendations in regard to school bus specifications and purchases were submitted to The Public Schools Finance Board. Supply of new school bus vehicles was coordinated through specification preparation, on-line quality control audits and final inspection of completed units.

The section implemented a workorder/failed material analysis program and communicated findings to manufacturers and local school boards.

Every school bus accident was analysed and results were used in the further development of driver training material.

Seminars were held for school bus mechanics. A School Bus Driver Instructors' Course was also conducted. The 12th annual Conference for Pupil Transportation discussed every aspect of the operation.

School Bus Safety Week promoted the theme, "Protect Our Children" and was directed toward the improvement of safety in every area.

| Statistics: | 1983 | 1982 | 1981 | 1980 | 1979 |
|---|---|---|---|---|---|
| Buses a) division owned | 1552 | 1544 | 1571 | 1541 | 1499 |
| b) contract | 292 | 308 | 342 | 332 | 368 |
| Average eligible transported children | 56251 | 55616 | 56441 | 58393 | 60041 |

# Finance Branch

A new method of funding public school education was introduced in January, 1981. The Education Support Program which replaced the former Foundation Program provides the 47 school divisions and 9 remote districts with substantial revenue while at the same time they continue to derive revenue from other support, other revenues and special levy on real property.

## A. Education Support Program

The Education Support Program is a three year program established by the Provincial Government in the Public Schools Act and in related regulations, and is administered by The Public Schools Finance Board. The Education Support Program is comprised of the three following components:

(a) operating support

(b) extra operating support

(c) capital support

Operating Support

The operating support of a school division is based on the following data:

ELIGIBLE ENROLMENT is the enrolment on the preceding September 30, less non supportable pupils.

BASE ENROLMENT is 75% of the eligible enrolment for 1981 adjusted for any additional supportable or non supportable pupils.

WEIGHTED BASE ENROLMENT is the base enrolment for divisions and districts north of the 53rd parallel multiplied by 1.16

The number of BASIC OPERATING UNITS is determined by dividing the base enrolment, or where applicable the weighted base enrolment, by 50 and adding one for any remainder.

The operating support of a division consists of the following:

1. Basic operating support is $109,200 per basic operating unit.
2. Pupil support is $200 per pupil for each pupil in the eligible enrolment in excess of the base enrolment.
3. Transportation support is $400 per transported pupil plus 62.5¢ per loaded kilometer for distances per bus route in excess of 80 loaded kilometers per day, but may not exceed the transportation expenditures.

   A transported pupil is defined briefly as a pupil who lives farther than one mile from school and who does not reside in a city, town or village.
4. Special needs support is the total of (a), (b), (c) and (d) but may not exceed the total expenditures for special needs.

   (a) Coordinator and Clinician support based on the number of eligible units determined by dividing the eligible enrolment by 900 and adding one for any remainder, or the number of qualified personnel employed, whichever is the lesser,

   multiplied by: $34,100 for one coordinator and

   $31,000 for each remaining clinician

(b) High incidence support based on the number of eligible units determined from the following schedule:

| Eligible Enrolment | Number of Eligible Units |
|---|---|
| Greater than 2275 | Divide by 325 and add 1 for any remainder |
| 2275 or less but greater than 1800 | 7 |
| 1800 or less but greater than 1350 | 6 |
| 1350 or less but greater than 1050 | 5 |
| 1050 or less but greater than 750 | 4 |
| 750 or less but greater than 450 | 3 |
| 450 or less but greater than 300 | 2 |
| 300 or less but greater than 150 | 1 |
| 150 or less | 0 |

or the number of qualified personnel employed, whichever is the lesser, multiplied by $23,000. If so desired, two teacher-aides may be employed instead of one qualified teacher.

Personnel employed as special, resource, occupational entrance teachers or teacher-aides or as teachers of the gifted are included.

(c) Low incidence I support based on $3,300 for each pupil who is trainable mentally handicapped, moderately multi handicapped, severely physically handicapped, severely hearing impaired, severely visually impaired, very severely learning disabled or very severely emotionally disturbed.

(d) Low incidence II support based on $6,600 for each pupil who is severely multi handicapped, severely psychotic or autistic or profoundly deaf.

5. Vocational Industrial support is the number of eligible units determined by dividing the full time equivalent enrolment by 15 and adding one for any remainder, or the number of qualified personnel employed, whichever is lesser, multiplied by $23,000, but may not exceed the total expenditures for vocational industrial programs.

6. Immigrant support is either (a) or (b) but may not exceed the total expenditures on immigrant education.

(a) In divisions where immigrant enrolment is less than one percent of the eligible enrolment, the immigrant enrolment is multiplied by $660.

(b) In a division where immigrant enrolment is greater than one percent of the eligible enrolment, the support is the number of eligible units, calculated to be the whole number obtained when the eligible enrolment is divided by 950, or the number of personnel employed, whichever is lesser, multiplied by $23,000. If so desired, two teacher-aides may be employed instead of one teacher.

7. The print and non-print grant is $30 per pupil, which must be expended through the Manitoba Textbook Bureau. Any unexpended balance of the $30 per pupil remains as a credit at the bureau.

Extra Operating Support

The eligible expenditures of a school division for 1983 are defined in the Public Schools Act as:

the expenditures of the school division in 1980, less capital expenditures and less revenue earned during 1980 from the Government of Canada, individuals, Indian Bands, other school divisions, other sources and the Government of Manitoba for services, which if the Education Support Program had been in effect in 1980, would not have been supported by the Education Support Program,

divided by the eligible enrolment for 1980,

increased by the Canada all item consumer price indices for the years ending September 30, 1980, September 30, 1981 and September 30, 1982, and,

multiplied by the eligible enrolment for 1983.

The extra operating support is 60% of any remainder when the eligible expenditures are reduced by:

(a) 10% of the eligible expenditures, and

(b) the total operating support

Capital Support

Capital Support consists of the following:

1. support for school construction
2. support for buses used for pupil transportation
3. support for vocational equipment

4. support for major capital projects in the main categories of building programs, upgrading programs and renovations

5. support for minor capital items which is determined for each division as:

$$\frac{\frac{A}{B} + \frac{C}{D}}{2} \times \$3{,}000{,}000$$

where A = sum of ages of active school buildings in the division.
B = sum of ages of active school buildings in the Province.
C = sum of areas of active school buildings in the division.
D = sum of areas of active school buildings in the Province.

Financing the Program

The Education Support Program Base for 1981 is set in the Public Schools Act at $497,238,324.

The Education Support Program Base for 1983 is the 1981 Base,

divided by

the total eligible enrolment for 1981

multiplied by

the increase in the Canada, all items consumer price index for the years ending September 30, 1981 and September 30, 1982

multiplied by

the total eligible enrolment for 1983

The total of the Education Support Program for any year is equal to 85% of the Education Support Program Base.

Financing of the Education Support Program is provided from consolidated revenues of the province with the remainder of the requirements being provided through an across the province levy on farm and residential and other property.

For 1983, based on balanced assessment, these mill rates are 43.7 mills on farm and residential property and 81.7 on other property.

## B. Other Support

The Provincial Government also provides other support towards the operating costs of school divisions. This support includes grants for evening school, bilingualism, English as a second language and two supplementary programs:

Eligible Expenditure Supplement

The eligible expenditure supplement provides additional support in 1983 for divisions with an eligible expenditure per pupil of less than $3,580.

The support is equal to 90% of the difference between the eligible expenditures, 1983 and the adjusted eligible expenditures, 1983 multiplied by .30,

where

Adjusted eligible expenditures are determined by multiplying the 1983 eligible expenditure by .73 and adding $975 for each eligible pupil. The adjusted eligible expenditure may not exceed the net operating expenditures for 1983.

Equalization Supplement

The equalization supplement provides additional support for divisions with a balanced assessment per pupil of less than $24,000.

The support is equal to 30% of the equalization factor multiplied by the Eligible Special Levy requirement,

where

the equalization factor is equal to

$$1 - \frac{\text{division's balanced assessment per pupil}}{\$24{,}000}$$

and

the Eligible Special Levy requirement is equal to

the adjusted eligible expenditures

less

operating and extra operating support from the Education Support Program

less

the eligible expenditure supplement.

## C. Other Revenue

School divisions receive other revenue from a variety of sources including the Government of Canada, opted out Indian Bands and other school Boards.

## D. Special Levy

The remainder of the total education revenue requirements for each school division is made up through a special levy. This special levy is

raised on the assessable property within each school division. The mill rates, therefore, vary throughout the province.

## Government Support

Through the Education Support Program and other support, it is anticipated that the Provincial Government will support approximately 54% of education costs in Manitoba in 1983.

# Management Information Services Branch

The Management Information Services Branch is responsible for the planning, development and implementation of computer based administrative systems as well as coordinating, advising and providing all data processing services for the Department of Education. The branch is also responsible for the on-going reporting of computer based information with respect to enrollment levels, program participation, student demographics and characteristics, program costs, ad hoc statistical requests, etc.

## Objectives:

1. To provide on-going data processing services to students enrolled in the computer analyst/programmer diploma and certificate course and in computer related evening courses.
2. To develop, implement and document computer based administrative systems for the purpose of enhancing the operation and improving the cost effectiveness of all divisions of the department.
3. To develop an effective and necessary information base of use to the department and to other possible agencies such as schools.
4. To coordinate the gathering and dissemination of information.
5. To enhance the availability of computer based information to all branches of the department.
6. To provide on-going administrative data processing services to the department.
7. To coordinate the implementation of word processing centres for administrative uses.

## Activities:

1. The Public School Finance system was expanded and enhanced to provide for five concurrent financial models and on-line computer terminals to permit direct entry and retrieval of information. This system will assist the Finance Board in the planning and administration of public school finance.
2. A computerized data base containing school enrollments and student forecasting was developed and implemented. This system contains ten years of enrollment data and five years of projected student loads.
3. Development of a computerized system is currently in progress to capture data submitted by school divisions using the FRAME reporting system. This system will provide the Finance Board with the automated means to analyze and report school expenditures.
4. Data processing services were provided to the Bureau de l'Education Française to calculate grants, grant projections and detailed enrollment reports. This service facilitates the Bureau de l'Education Française in allocating grants to the Français and French Immersion programs and to plan future requirements.
5. A new system was installed at the Correspondence School to assist in the marking of student tests and exams. The system combines the processing capabilities of the department's optical scanner and the University of Manitoba's mainframe computer for the processing of the results. Benefits realized are:
   a) reduced turnaround time for student tests
   b) reduced costs to the Correspondence School for test instruction.
6. Development of an on-line student record keeping system for the three community colleges continued through 1983. This project is scheduled for implementation in Spring 1984. The system will provide the three community colleges with the capability of entering and retrieving all student related records by computer terminals thus, significantly streamlining and enhancing the day to day student record keeping operation.
7. A centralized word processing system, supporting twelve key-stations and seven printers was installed in the department at 1181 Portage Avenue in May 1983. Increased productivity, higher quality output, and improved turnaround time are the anticipated benefits. The coordination of further word processing studies in

other areas of the department continued through 1983.

8. The Learning Resources Centre (R.R.C.C.) computer system for ordering and cataloguing materials was expanded with the capability for students and staff to search the computer data base using on-line terminals. This enhancement provides library patrons with a keyword search capability using computer terminals in lieu of the traditional card catalogue method.

9. The High School Computer Network contract with Cybershare was extended for one year.

10. A school facilities computer based data file was established for the purpose of providing the Public School Finance Board with comprehensive data regarding the existing facilities as well as providing valuable input into the capital planning exercise.

# Teacher Certification and Records

The Teacher Certification Office is responsible for the following activities:

1. The evaluation of teacher qualifications for certification and teacher salary classification purposes;

2. The maintenance of a teacher records system;

3. The issuance of statements of professional qualifications of teachers;

4. The provision of statistics on teachers as required by the Department of Education and other educational bodies;

5. The maintenance of liaison with educational authorities in matters dealing with teacher education and certification.

## The Board of Teacher Education and Certification

The Board of Teacher Education and Certification is a body which advises the Minister of Education on matters dealing with teacher education, standards for certification, and policy governing the assessment of teacher qualifications for certification and salary classification purposes.

## The Evaluations Committee

The Evaluations Committee is a body which adjudicates complaints by teachers on decisions made by the Teacher Certification Office.

During 1982-83 63 cases were heard during nine meetings.

## Certificate Review Committee

The Certificate Review Committee advises the Minister of Education on any case in which a teacher's certificate is to be reviewed for any cause which the Minister deems sufficient. During 1982-83 six cases were heard.

# Student Academic Records

## Objectives

Student Academic Records is responsible for providing services to high school students, parents, the public and school officials related to:

1. The collection and maintenance of permanent high school academic records.

2. issuing of official transcripts of academic achievement,

3. appraisal of academic credentials upon request, and

4. consultative services related to existing policies.

## Activities

During the past year, the staff recorded academic achievement in more than 280,000 courses completed by 48,950 senior high school students. Statistical summaries of official statements issued and credentials appraised appear in Table 7 of the Appendix. Medals and awards were distributed to the recipients as listed in Table 8.

In the course of these activities, the staff continued to provide advice and assistance to students and school officials. Special emphasis has been placed on continuing communication and co-ordination with schools to streamline collection procedures for academic records.

# Teacher Information System

## Objectives

This component of the Teacher Certification and Records Office maintains an up-to-date central base of information related to Manitoba teachers in order to provide other branches and agencies with statistical and resource materials.

## Activities

During 1983, information was collected from approximately 13,615 teachers in public and private schools. Supplemented by data collected from school boards and schools, this constitutes the basis of the Teacher Information System.

Extensive use of the report and label facilities was made by other branches of the Department in the fulfillment of their program objectives. Data was provided to the Manitoba Teachers' Society, Statistics Canada, the Teachers Retirement Allowance Fund, the Red Cross and other agencies. A growing interest on the part of school boards to use data collected for divisional purposes has been noted in the past year, and every effort has been made to provide such services to reduce manual data manipulation.

# Post-Secondary, Adult and Continuing Education Division

The Post-Secondary, Adult and Continuing Education (PACE) Division includes the three Manitoba Community Colleges, Assiniboine in Brandon, Keewatin in The Pas, and Red River in Winnipeg, the Post-Secondary Career Development Branch, the Student Aid Branch and the Student Aid Appeal Board as well as branches responsible for Administration and Finance, Personnel and Programming.

Its mission is:

To increase accessibility to post-secondary education for those individuals and groups who, due to cultural, socio-economic, geographic or other factors, have participated only marginally in post-secondary education.

To increase integration in the development and delivery of services in order to increase the cumulative benefit derived from the variety of educational services within post-secondary education.

To increase flexibility in the delivery of education and training so that the post-secondary education system can respond to diverse learning needs.

To increase the capability of post-secondary education as a major contributor to human resource development.

Under terms of a three-year agreement signed with the Government of Canada in September 1982, the Province provided institutional training using the resources and "facilities" of the Community Colleges and other training centres. Manitoba will receive approximately $21 million from the Government of Canada for institutional training during 1983/84.

Other components of this National Training Act Agreement include industrial training, which assists business and industry to train their workers, and the Skills Growth Fund, which provides financial assistance to establish, expand or modernize training facilities in order to help overcome skills shortages of critical importance.

In April, 1983, the Department announced jointly with the Government of Canada that over $15 million in capital spending for occupational skills training facilities and equipment had been designated for Skills Growth Fund projects throughout the Province. The major portion of the funding — over $11 million — was allocated from the Skills Growth Fund with $4 million coming from the Province.

The approved projects are designed to provide training for the labour force to meet short and medium term skills shortages as well as prepare for rapidly emerging high technology occupations considered critical to the continuing development and growth of business and industry in Manitoba during the 1980's. In addition, projects will permit access to new training programs in areas of the Province which have never before been within reach of training and will also address the social concerns involved in improving the quality of care for young children.

An estimated 1,000 new training places will be created as a result of the Skills Growth Fund initiatives. The projects will be able to accommodate up to 4,000 students annually and will create 50-60 full-time teaching positions.

By the end of 1983, projects totalling over $14 million had been approved for Skills Growth Fund funding. Those projects presently in the developmental stages or in operation include:

- South Winnipeg Vocational Centre — An $8 million project funded jointly by Canada and Manitoba through a 50/50 cost-sharing agreement covering allocations from the Skills Growth Fund and the Department of Education. This unique facility will provide training for adults in occupations designated of national importance. In addition, three Winnipeg school divisions, St. Vital, Fort Garry and Assiniboine South, will use the Centre to train vocational program students. As a result of this co-operative effort among the school divisions, the Prov-

ince and the Federal Government, the cost of duplicate facilities and equipment will be avoided.

- Red River Community College — The Province's largest Community College received funding for five projects totalling over $1.6 million. An educational computer resource facility will create a microcomputer capability at the College to upgrade instruction in Computer-Assisted Design (CAD), Computer-Aided Manufacturing (CAM), and Computer-Assisted Engineering (CAE). The facility will also provide computer resources for Computer-Assisted Instruction (CAI) and will be used for training workers in office automation and the hospitality trades. Other projects approved included a programmable logic control system, an industrial process control systems training course and micro-electronic analysis and trouble diagnosis training. These projects cover the purchase of new equipment for computer-related training programs.

- Assiniboine Community College — Six projects were approved at a cost of over $600,000. They include computer-assisted drafting, machine shop training, a universal tool room milling machine, a microcomputer lab facility, a mobile advanced and industrial welding shop and a mobile training centre. The latter two projects will allow the College to respond to rural and on-site job training needs in Western Manitoba.

- Northern Training Programs — Over $600,000 in funding was approved for northern training programs offered by Keewatin Community College. They include microcomputer lab training in both The Pas and Thompson, industrial electronics technician training, and a mobile training centre that will provide training opportunities in business and technology in remote communities and construction sites.

- Universities — The three Manitoba Universities will receive over $2.5 million to offer high-level training for occupations considered to be of national importance. Programs supported by the Skills Growth Fund could not be part of existing degree programs. They include an inner city child care worker training program at the University of Winnipeg, computer programmer training for the blind and an integrated microcomputer training centre at the University of Manitoba, and a Telidon distance delivery system at Brandon University.

- Non-Institutional Programs — A total of four projects totalling over $1 million were approved under the non-institutional programs component of the Skills Growth Fund. They included an aircraft mechanics engineering apprenticeship training program sponsored by the Provincial New Careers program, a youth business learning and development centre established by the Bank of Montreal, an adult learning centre sponsored by the Indian Business Development Group, and the Manitoba Technical Training Centre, which is operated by the Department of Education. Detailed information on the Centre's operation can be found under the Administration and Finance Branch's report.

Regulations under the Community Child Care Standards Act that came into effect in October require two-thirds of staff at day care centres to have formal child care training. In order to meet the demand for both full and part-time training and make it more accessible to those that require it, new initiatives were introduced this year by the Department and post-secondary institutions.

The Community Colleges offered child care programs in Winnipeg and eight other communities, a challenge for credit program was introduced, and correspondence courses were developed. Enrollment in child care courses offered by the Community Colleges and Universities during the 1983/84 academic year is expected to number over 1,000 students.

# Manitoba Community Colleges

## Objectives

The Manitoba Community Colleges provide educational services at the post-secondary level to adult learners in Manitoba. Programming includes day and evening courses in trades and technologies, applied arts and business, health sciences and continuing education. The courses are offered to those persons who wish to acquire or upgrade marketable skills or social and academic skills.

Three major centres, Assiniboine Community College in Brandon, Keewatin Community College in The Pas and Red River Community College in Winnipeg, deliver Community College programs throughout the Province.

## Activities

Overall enrollment for the calendar year 1983 totalled 34,290 students, the second highest in Community College history. During 1982, a record 36,024 students studied at the three Community Colleges. While evening course

enrollment remained at almost the same level as the previous year, most other program areas suffered a decline in enrollment.

In April, it was announced that as part of an on-going effort to put training resources where the highest needs exist for skilled workers, nine full-time Community College courses were being discontinued. In identifying the courses to be discontinued to meet governmental guidelines, criteria related to the job market, student demand, cost/benefit considerations, Employment and Immigration Canada seat purchases and the availability of training at other institutions in the Province were used. Students enrolled in these courses were able to complete their training during the 1982/83 academic year. No applicants had been accepted for future intakes at the time the course cancellations were announced.

Courses affected were clerk-typist at the three Colleges, hairdressing at Assiniboine and Keewatin, social services at Assiniboine, heavy duty equipment operator at Keewatin, and photographic technician and truck driver training at Red River.

Course advisory committees, comprised of representatives from business, industry and the Colleges, as well as graduates, continued to provide the Community Colleges with relevant information and expert advice about training programs and manpower requirements.

Under a new tuition fee schedule, which went into effect July 1, 1983, the tuition fee for two-year diploma courses and certificate courses of one year or less was increased from $33 per month to $36 per month. The evening course fee rose to $1.35 per instructional hour from $1.25. The new fees reflected the same maximum 9.5% per cent increase that was authorized for Manitoba universities.

The Community Colleges again provided training for international students under terms of agreements with the Canadian Bureau of International Education and the Canadian International Development Agency. Students from Libya, Nigeria and Tanzania received training in courses at Assiniboine Community College and Red River Community College.

The Colleges continued to be responsible for developing and monitoring training courses and certifying graduates of courses conducted under the Canada Manpower Industrial Training Program. During 1983, over 1,000 contracts were serviced in Manitoba by the three Community Colleges.

# Red River Community College

## Objective:

To provide education for working life to meet individual aspirations of adult learners and the skilled labour market needs of the economy.

## Activities:

Red River Community College (RRCC) offered over 80 full-time day courses, 20 apprenticeship courses and several hundred evening and special courses this year. Program offerings ranged through basic literacy and job preparation, adult education, applied arts and business, health and personal services, industrial and technology and teacher education.

Course advisory committees, composed of students, staff, graduates and representatives from enterprise and labour and private and public agencies provided the College with information and advice on programming. A number of courses operated on a co-operative basis with a related industry and many included a training period with business or industry. College students received training on-campus and in extension centres as well as in hospitals, personal care homes, day care centres, bakeries and other business and industrial sites.

Total enrollment for the 1983 calendar year was 26,674 students. This was down from the 1982 total of 27,411 students, the highest in College history. Full-time day course enrollment suffered a decline due primarily to the discontinuation of the clerk typist, photographic technician and truck driver training courses. The adult basic education and apprenticeship training programs also experienced noticeable drops in enrollment during 1983. Evening courses proved to be very popular again this year with an enrollment of nearly 17,000 students.

In March, it was announced a new $6 million auto-diesel shop for the College was to be the first project supported by the Province's new Jobs Fund. The project includes construction of a new shop and conversion of the present auto-diesel shop to a metal trades training facility.

The new facility will be located on the east side of the campus and will consist of 14 classrooms, a staff office area, a student locker and lounge area, a 25-bay auto repair shop, teaching areas, a dynamometer room and a 6-bay diesel shop. Construction is now underway with a targeted completion date of late 1984.

The four main training divisions of the College are Applied Arts and Business, Health Sciences, Industrial and Technology and Adult and Continuing Education. The Student Services and the Administration and Support Services sections are other major responsibility centres.

The College is student participation oriented with students involved on appropriate committees such as the college council, course advisory, Work Place Safety and Health, Athletic and Food Services.

The Students' Association is a body incorporated under its own provincial act. The Association operated a general store, vending machines, a closed circuit TV system, a campus radio station, a student newspaper and a host of student activities.

Other campus facilities include the Community College Access Program for disadvantaged residents of northern Manitoba; RRCC Daycare Centre Incorporated; Canada Employment Centre; and the Department of Government Services, which operates and maintains the physical plant and grounds.

The Applied Arts and Business Division offered over 25 full-time day courses in the areas of Applied Arts, Business Administration, Business Education and Teacher Education.

The Applied Arts section includes Advertising Art, Barber Styling, Creative Communications, Graphic Arts, Library Technician and food services courses such as Commercial Baking, Commercial Cooking, Chef Training, Fast Food Service Supervisor, Meatcutting, and Hotel and Restaurant Administration. The Photographic Technician course, which was discontinued at the end of the 1982/83 academic year, was also part of the Applied Arts section.

Subjects in the Barber Styling course have been expanded to reflect the trend toward unisex hairstyling shops. Services and training now include perms, colours and ladies' haircutting.

Advertising Art students had the opportunity to develop their talents by producing designs for public relations material for organizations such as Folklorama '83, the Mid-Canada Marine Dealers Association, the Canadian Home Economics Association, the Manitoba Library Association, the Naturalists Society of Manitoba and the City of Winnipeg Parks and Recreation Department. Posters for high schools on the theme "Vandalism Prevention" and a computer graphics package on "Mining in Manitoba" were produced for the Department of Education.

Second-year Advertising Arts students won awards in the Videon TV graphics competition and the national design competition sponsored by Letraset Canada Ltd.

For the seventh straight year, Paul, Phelan and Perry Advertising Agency sponsored an advertising contest for teams made up of Advertising Art students and students taking the advertising option in the Creative Communications course. The teams worked with Paul, Phelan and Perry clients to develop and produce actual advertising campaigns.

Students in the Public Relations option of the Creative Communications course worked with organizations such as the Big Sisters Association, the Status of Women, the Canadian Paraplegic Association and the Winnipeg Adult Education Centre in the production of audio-visual components for public relations campaigns.

Television option students again co-operated with CKY-TV to write, shoot, announce and produce a half-hour television show called City Sources, which ran for three weeks on Sunday afternoons.

Graphic Arts students produced a variety of material for a number of non-profit organizations, community clubs, and religious and sports organizations. Included were groups such as the Manitoba Speech and Hearing Association, the Boy Scouts Canada, Winnipeg Boys and Girls Club Inc., the Lions Telethon and The Winnipeg Fire Fighters' Burn Fund.

In April, Chef Training students had the opportunity to participate in an event entitled "A Taste of Canada '83." Students from eight major Canadian colleges took part in a competition sponsored jointly by the Ontario Hostelry Institute and George Brown College at the annual Hostex Show in Toronto. The Manitoba contingent earned two grand gold, two gold, and seven silver medals plus the grand award trophy for cocktails and Hors-d'oeuvres from the international panel of judges representing the World Association of Cooks.

The Business Administration section is responsible for the Business Administration, Business Accountancy, Commerce/Industry Sales and Marketing, Computer Analyst/Programmer and the Computer Programming courses.

The first two classes of the six-month Computer Programming course graduated in February and June. This course, which started in September, 1982 and is conducted in a downtown Winnipeg location, is designed to pro-

vide intensive training in programming in four computer languages.

The Computer Analyst Programmer course graduated a record high number of students in June, 1983. Some 21 computer projects were handled by second year students in the period from January to June. These projects involved groups of four students working with a particular business to complete a practical and real computer programming task.

The Management Department designed a micro computer subject for inclusion in the Business Administration course. The Accounting Department held a three-day session before the start of the 1983/84 academic year to plan for the introduction of accounting training on micro computers. The section also did a considerable amount of work in planning for a 32-station micro processing lab.

The Business Education section includes the Clerical Bookkeeping, Health Record Technician, Secretary - Certificate and Administrative Secretary - Diploma courses. The Clerk Typist course, which was discontinued at the end of the 1982/83 academic year, was also part of this section.

The Health Record Technician course was surveyed for the purpose of accreditation by the Canadian Association of Health Record Technicians and was granted full accreditation for a four-year term. In addition, a survey of Manitoba health care institutions was conducted by the Programming Branch of PACE for the purpose of assessing the effectiveness of the training as perceived by employers and employees. Several recommendations were made for restructuring and expanding the training in this course.

The first intake of students into the restructured Administrative Secretary (Legal, Medical and General Options) occurred in September. Students in the Secretary course were given the option of selecting shorthand or machine transcription as their major area of expertise. Short courses in Word Processing and Data Entry Operator were once again offered in order to provide an opportunity for experienced secretaries to gain new skills.

The College also undertook to provide training under the Core Area Initiatives Program to applicants seeking clerical training along with academic upgrading.

The Teacher Education section administers the four-year integrated Business and Industrial Arts programs in cooperation with the Faculty of Education, University of Manitoba. Other courses which are the responsibility of this section are the one-year Vocational Industrial Teacher Education course and the Pre-Trades Training for Women course.

The Business and Industrial Arts programs now have a substantial number of graduates in the public and private sector of education. Plans are underway to have these programs evaluated and obtain feedback from graduates who took the programs. Minor modifications to the programs have been made, but a more major review in cooperation with the Faculty of Education staff and the advisory council is to be undertaken.

The Vocational Industrial program continues to be a popular program. Students are selected on the basis of their technical expertise. The admissions committee is very careful in admitting applicants with a wide variety of trade and technical expertise. Attrition and program development in the public school system is monitored to ensure the appropriate supply of vocational teachers with the required technical discipline.

This section has entered into two contracts with the Canadian Bureau for International Education in cooperation with the Faculty of Education, University of Manitoba, to provide professional training to Nigerian technical students who are working on their Bachelor of Education, Vocational, degree. These students spend approximately 4 1/2 months in the Teacher Education section each year for two years.

The Certificate of Adult Education program continues to update and expand subject offerings to meet the needs of adult educators from diverse teaching situations within the community college system and the community at large. Computer-related subjects are very popular and students selecting this subject are from a broad sector of adult education.

The Health Sciences Division offered full-time courses in Child Care Services, Dental Assisting, Nursing and the Medical Technologies, as well as Refresher and Completer courses for nurses who needed to update their skills or gain additional knowledge.

In order to meet the demand for prepared child care workers, enrollment was expanded to a total of 120 students in both years of the Child Care Services course. Curriculum development and revisions to the course have been completed. First year subjects are offered in both day and evening programs. An experiential learning process also was implemented in the Fall of 1983.

Curriculum development for a School Age Child Care program has been completed. The certificate course is being offered through

Project UPSTART, a Core Area Initiative program, and the Evening Program section at the College. First-year School Age subjects are also being incorporated into a program at the Winnipeg Technical Vocational High School.

Demand for the Nursing (Practical) and Nursing (Diploma) courses remained at an extremely high level. Feedback from employers and graduates continued to be most positive.

By taking Refresher or Completer courses or becoming involved in the College experiential learning process, over 115 nurses were able to upgrade their qualifications and return to employment. Feedback from graduates and health agencies regarding the experiential learning process continued to be positive. The Maternity Completer course is undergoing revisions to update the course content and put it into learning packages, thus making it more portable and accessible to rural areas.

The Nursing (Northern) Education program and the Inner City Nursing Program continued to be offered in cooperation with the Post-Secondary Career Development Branch. Curriculum development is proceeding for the Mental Retardation Worker Training Program in cooperation with the Winnipeg Core Area Initiative.

The Canadian Dental Association granted the Dental Assisting - Chairside course full approval for a five-year period. Dental Assisting - Chairside also has an experiential learning component and a Completer course is available for those who require it.

The Nuclear Medicine Technology course received conditional accreditation pending the completion of the curriculum engineering to bring both years of the course under the aegis of the College. The national accreditation visit for Medical Radiology Technology courses was conducted in November, 1983. A program evaluation of the Medical Laboratory Technology course was conducted by the Programming Branch in preparation for a national accreditation visit in November, 1983.

The Health Care Aide and Homemaker courses continued to be offered in the community and through the College Evening Program.

The Industrial and Technology Division is responsible for programs in three major areas - two-year engineering based technology courses, one-year or less skill courses, and apprentice trade courses. More than 40 full-time day courses were offered through this Division as well as apprenticeship training in 20 different trades.

The Truck Driver Training course, which was discontinued in the Spring of 1983, was also the responsibility of this division.

The College continued to use a section of the government building at 626 Henry Avenue in Winnipeg for Motor Vehicle Mechanic and Motor Vehicle Body Repair training. The College also used the machine shop facilities at Tech Voc High School on an evening shift basis in addition to the evening shift program for the training of machinists at the campus location.

The division continued to offer a variety of short courses at the College and in locations external to the College. These courses were in Cross Connection Control, Manitoba Plumbing Building Code, Mechanics Training for CNR employees, short intensive courses in communications, and trade upgrading courses in Masonry, High Voltage Electrical, Welding for Plumbers, Blue print for Electricians, Carpentry and Static Controls for Electricians.

Welding Courses (Advanced Intermediate) were offered on a double shift basis in leased facilities at Selkirk during the 1983/84 academic year.

New courses in pre-apprentice Carpentry training were planned for the 1983/84 academic year along with a new apprentice course in the roofing trade.

The Adult and Continuing Education Division is responsible for Adult Basic Education, including English As A Second Language, Correspondence Courses, External Short Courses, and General Industrial Training (GIT). The division also operates the College Tutorial Centre and Reading and Study Skills Laboratories.

Several new courses and activities were offered this year in order to enhance the accessibility of the division's offerings to special needs clients and to enrich the quality of programming. These new courses and activities included a Career Orientation Course for Learning Disabled Adults, Community Based Adult Basic Education, Literacy Volunteer Tutor Program, English As A Second Language (ESL) Volunteer Program, English As A Second Language courses in the Workplace, and Report Writing seminars for clients with limited proficiency in English.

The division also offered a new course in Introduction to Engineering Mathematics and a short course in Limited Electrical for clients of the Southeast Resource Development Council.

A cataloguing by correspondence subject was introduced within the Library Technician course. This subject is now available to public library employees in rural Manitoba.

The Administration and Support Division is responsible for the College Evening Program section and a variety of administrative and support service areas. The areas include Staff Services, Facility Utilization, Printing Services, Purchasing, the Bookstore, Accounts Receivable, Property Mangement, Physical Plant, the Resource Centre for the Handicapped, the Media Production Centre, the Learning Resources Centre and the Educational Television Studio.

Evening Program subjects were offered on-campus and several other Winnipeg locations and in Carman, Morden, Portage la Prairie, Beausejour, Steinbach, Gimli, and Stonewall. New courses were introduced in Health Care Aide, Homemakers, Child Care, Quality Control, Word Processing, and Data Entry Operator.

The Learning Resources Centre continued to increase its use of computer and telecommunications technology in providing quality information services. Online searches of remote data bases using a computer terminal increased by 175 percent. Interlibrary loan transactions, which increased by over 200 percent, were a direct result of the online searches which provided the client with a list of references. Those titles which were of interest, but not in the LRC collection, were requested from other libraries.

The interlibrary loan activity was enhanced by the introduction of Envoy 100, an electronic messaging service available through the Manitoba Telephone System. The use of Envoy 100, which began in March, 1983, results in faster turnaround time in receiving requested items whether from libraries in the city or across Canada.

A terminal installed in the A V Distribution section allowed access to the BROWSE or online catalogue so that the card catalogue could be removed from that area. Another terminal was installed in the general card catalogue area bringing the number of these to two.

The services provided by the Educational Television Production Centre were expanded this year. Included in the number of completed television productions were programs of a non-instructional nature. Programs were developed and designed to inform prospective students about college life in general, and to promote specific areas and services within the College.

Instructional needs of the College continue to be met as well, with over 4,500 hours booked in the facility.

The Printing Services Department did in excess of 12,000,000 impressions this year. This allowed the College to handle 98 percent of its printing in-house, thus providing substantial cost saving along with improved service.

Several administrative changes were made during the year. The Accounts Receivable and Payable sections were amalgamated into one department with more initiative directed towards strengthening the College's internal budgeting and control mechanisms. The Purchasing and Materials Managements Departments were combined as were the responsibilities for space allocation and the Physical Plant.

A new student parking procedure was introduced with a view to providing more student parking space with less administrative and security costs.

The Student Services section includes admissions, registration, counselling services, student aid, physical education and health centre. The section also is primarily responsible for coordination with the Student's Association as well as college community liaison activities.

Again this year, the counselling services office was faced with increased demand for its various services as people came seeking advice on employment, career change, training and education. In addition, the counselling office assumed the major coordinating role for the contract education programs.

Daily Health Centre admissions continue to be high — averaging 40 persons during peak periods of the college year. Preventive medical services remain a high priority service. The Sanitorium Board no longer provided assistance for the tuberculosis prevention program. Since this program is a requisite for all Health Science students, Health Centre workload increased considerably. Cardiopulmonary resuscitation workshops were conducted for security personnel. The number of injuries/workers' compensation claims remained about the same as 1982.

An estimated 7,500 people attended the College's annual Open House on April 6 and 8, 1983. The College also placed an informational booth in major Winnipeg shopping centres during the summer months. Information was provided to persons not currently active in the work force who are considering training as well as persons wishing to retrain or enhance existing skills via day or evening courses.

The College community liaison group visited over 80 high schools and special interest groups during the year to provide specific information to target publics. In addition, staff from specific program areas actively promoted their courses at Career Days and through school visits. Numerous groups of students, primarily from rural areas, were given tours of the College. The College also participated in the School Counsellors of Manitoba Career Symposium '83 at the Winnipeg Convention Centre in February.

High school principals, superintendents and their respective school board trustee chairpersons were invited to the College in April to meet with senior staff. Informational seminars were held in September for high school counsellors from throughout the Province and in December for Canada Employment Centre counsellors.

1983 proved to be one of the most successful years for the Physical Education Department, particularly in the area of varsity athletics. The men's and women's basketball and volleyball teams won the right to represent the province in the Canadian Colleges Athletic Association Championships in Toronto, and the women's doubles team did likewise travelling to North Bay to compete in the badminton section of the championships. Both volleyball teams returned as bronze medal winners in their respective divisions.

The varsity program is now displaying a new image. A picture of a coureur de bois has been designed to represent the nickname "Rebels" and is now part of the decor in the North Gym. The varsity colors have also been changed from green, gold and white to red, white and blue.

The fitness area has been expanded to include a weightlifting area. The universal machine, the leaper, two bikes and a treadmill are now located on the mezzanine floor of the North Gym and the room which originally housed the universal has now been set aside for weightlifting only. The second room off the mezzanine floor has been changed from a storage room to an athletic therapy room.

Facilities were once again booked to their limit. The Manitoba Basketball Association, the Manitoba Volleyball Association, the Manitoba Table Tennis Association, the Manitoba Rhythmic Sportive Gymnastics Association, and the Manitoba Badminton Association were some of the associations that were accommodated as well as the Safeway Fitness Club, our two alumni basketball teams and the Red River Flyers Trampoline Club.

Approximately 150 awards, bursaries and scholarships were offered to Red River Community College students by over 95 business, industry, professional and student organizations. The awards were presented to deserving students at various times during the year.

Graduation exercises for diploma and certificate course graduates were held in two large commencement ceremonies at the College on June 28. As is characteristic of a Community College, a number of smaller graduation exercises occurred at various times throughout the year as students completed their courses and left the College.

# Assiniboine Community College

## Objective

Assiniboine Community College's main objective is to provide residents of southwestern Manitoba with vocational and academic skills training. In doing this, the College also strives to meet the manpower needs of the province.

## Activities

Assiniboine Community College offered 27 full-time day courses during 1983 as well as an extensive selection of continuing education, special and agricultural programs. Courses range from short training durations to one-year certificate and two-year diploma programs. The College's courses may provide pre-employment training, opportunities for upgrading previously acquired skills, or retraining in a different occupation.

Total enrollment for the calendar year 1983 was 5,271 students. In 1982, the College experienced its highest enrollment in history with a total of 5,910 students. Full-time day course enrollment was down primarily because of the discontinuation of the clerk typist, hairdressing and social services courses. Most other program areas also suffered a drop in student population this year.

There was one major change to the College's organizational structure this year. The Adult Basic Education, Special Programs, Evening Programs and General Industrial Training Programs were reorganized into the Continuing Education section. The change is designed to centralize delivery of all Continuing Education programs offered by the College and provide for more articulation between on-campus and off-campus programs. New emphasis is being placed on rural programming and the use of distance education technology to deliver off-campus training.

The Business and Applied Arts section was responsible for the following full-time day courses:

Business Accountancy
Business Administration
Child Care Services
Clerk Typist
College Preparation Program
Commercial Art
Community Development Worker
Correctional Officer
Hairdressing
Secretarial
Social Services

As part of an on-going effort to put training emphasis where the highest needs exist for skilled workers, the Clerk Typist, Hairdressing and Social Services courses were discontinued in June, 1983.

Child Care Services and Community Development Worker are two new courses which began this past year. Community Development Worker started on November 14, 1983 and the first year of Child Care Services commenced on December 5, 1983.

A special College Preparation Program was developed and conducted for 14 international students from Libya. This course prepared them for entry into the College's Technology program in September, 1983. The special course ran from January to July, 1983.

The College's Business and Applied Arts section completed an agreement with Brandon University's Faculty of Arts: Department of Economics and Business and Applied Arts in the granting of credits between the two institutions.

The Industrial and Technical section delivered the following full-time day courses:

Agricultural Mechanics
Architectural Drafting
Carpentry and Woodworking
Electrical
Electrical Technology
Farm Machinery Mechanics
Heavy Duty Mechanics
Machine Shop
Motor Vehicle Body Repair
Motor Vehicle Mechanics
Piping Trades
Radio and Television Technician
Telecommunications Technician
Welding

In addition, this section was responsible for apprenticeship training in the following trades:

Construction Electrician
Heavy Duty Equipment Mechanic
Industrial Instrument Mechanic
Motor Vehicle Mechanic

The Heavy Duty Mechanics program doubled its intake from 15 to 30 students. The second year of the Farm Machinery Mechanics course also increased its intake to 30.

Throughout the year, the Industrial and Technical section reviewed most course areas and incorporated current technological changes.

The Continuing Education section had a successful year that included some of the following activities.

In the Special Programs area, training for journeymen electricians in the use of motor controls was offered for the first time.

Industrial Electronics and Residential Child Care were added to the on-campus evening programs. Both of these new subject areas are certificate programs. In addition, a certificate program in Health Care Management was also initiated in the evening. This program was developed in close cooperation with the Manitoba Health Organization.

The responsibility for all English as a Second Language training in Western Manitoba was placed with Assiniboine Community College. There has been a significant increase in registrations for these programs.

Basic Literacy classes were conducted at the College, Westbran and Brandon Correctional Institute. The volunteer literacy tutor program was also maintained.

The Job Readiness Training Business Skills course was evaluated and students who successfully complete this program may now receive credit toward related on-campus programs. It is now possible to integrate academic training with the Business Skills course.

Basic Training for Skill Development and Job Readiness Training were offered in Brandon and rural locations.

Communities served by the Continuing Education section were:

| | | |
|---|---|---|
| Brandon | Langruth | Sandy Bay |
| Dakota Plains | Peguis | Sioux Valley |
| Dauphin | Portage la Prairie | Swan Lake |
| Glenboro | Reston | Swan River |
| Holland | Roosburn | Virden |
| Keeseekowenin | Russell | Winkler |

The Educational Development and Support Services section includes Nursing Education, Agricultural Programs, Learning Skills Centre, Learning Resource Centre and Student Services.

The Nursing Education department is responsible for the full-time Practical Nursing course, Nursing Refresher courses and the Health Care Aide course.

In addition to the on-campus Practical Nursing course, a one-time only course was also offered in Dauphin. A total of 63 students graduated from these two programs. All 63 passed their provincial licensing exams.

The Health Care Aide course was run once on-campus and offered in the following locations off-campus:

| | | |
|---|---|---|
| Boissevain | Deloraine | Minnedosa |
| Brandon | Griswold | Rivers |
| Carberry | Hamiota | Ste. Rose du Lac |
| Cartwright | Killarney | Swan River |
| Crystal City | MacGregor | Virden |
| Dauphin | Melita | Winnipegosis |

In the area of Agricultural Programs, the College continued to run both Farm Management and Farm Maintenance courses at various locations throughout the province.

Farm Management courses are run in cooperation with the Manitoba Department of Agriculture and, in some cases, the Canada Employment and Immigration Commission or the Manitoba Indian Agricultural Program. Courses offered this year included Grain Marketing, Farm Accounting, Farm Recordkeeping and Analysis, Farm Worker, Beef Production, Dairy Herd Manager, Crop Production, Introductory Farm Management and Dairy Herd Worker. Courses were conducted in the following locations:

| | | |
|---|---|---|
| Balmoral | Killarney | Rolling River |
| Brandon | Langruth | Rosenfeld |
| Carman | Long Plains | Rossburn |
| Crystal City | Manitou | Ste. Rose du Lac |
| Dauphin | Morden | Selkirk |
| Ebb & Flow | Neepawa | Somerset |
| Fairford | Niverville | Starbuck |
| Gladstone | Peguis | Steinbach |
| Gretna | Pine Creek | Swan River |
| Hollow Water | Portage | Winkler |
| Inglis | la Prairie | |

Farm Maintenance courses, which are offered in cooperation with the Department of Agriculture, provide farmers with training in the basic skills needed to repair and maintain farm equipment and buildings. This year, courses were offered in Electrical, Air-Conditioning, Farm Electrical Systems, Hydraulics, Mechanics, Welding, Small Engines and Large Equipment Maintenance. Courses were offered in the following communities:

| | | |
|---|---|---|
| Altona | Killarney | Pilot Mound |
| Arborg | Manitou | Plumas |
| Ashern | McCreary | Portage la Prairie |
| Beausejour | Melita | Rapid City |
| Birtle | Minnedosa | Roblin |
| Brandon | Morden | St. Claude |
| Cromer | Morris | St. Lazare |
| Deloraine | Neepawa | Starbuck |
| Gilbert Plains | Notre Dame | Swan River |
| Hamiota | de Lourdes | Treherne |
| Kane | Peguis | Warren |

In addition to Farm Management and Farm Maintenance, Agricultural Programs also offered the following courses:

- Farm Skills at Rockwood Institute in Stony Mountain
- Home Gardening at Ebb & Flow, Fairford, Hollow Water, Lake St. Martin and Pine Creek
- Three-day Professional Update for Manitoba Indian Agricultural Program staff
- Three-day Basis of Farming program on various Indian Reserves throughout the province
- The 16-week Applied Agriculture program in Brandon and Morden.

The College's Learning Skills Centre (LSC) continued to operate as an academic support service during 1983. In addition to providing instruction in learning strategies and effective reading, the LSC offered the following summer preparation courses:

Tanzanian Student Preparation
Transition Skills for Native Students
Nursing Preparation
General Preparation
Basic Math Refresher for the Trades

Tutorial services were offered through the LSC, including evening sessions when they were required. Computer-assisted learning was also used to augment the tutorial services available.

During 1983, the LSC formally established a special Native Support Service to provide academic and personal learning assistance to on-campus native students. Native student retention and achievement are enhanced if they are oriented to the City and the Colleges when they arrive. The Native Support Service also assists native students with personal and academic problems and works with native organizations and sponsoring agencies to build a solid network of support for native people seeking college training.

The College's Learning Resource Centre (LRC) provides a wide range of informational services to the College's students and staff. The LRC has more than 22,000 books, 1,500 items

of audio/visual software and subscribes to more than 400 periodicals. Since moving into its new facility last year, the LRC has increased circulation by more than 50 percent.

Student Services once again offered a variety of Personal Growth Workshops for students at the College. These workshops are designed to complement the technical skills acquired by students through training. This year, workshops included Decision-Making and Problem-Solving, Stress Management, Job Search Techniques, Occupational Choices and personal and health related issues. In addition, Student Services was also involved with crisis intervention, counselling, student aid administration, international student advising, accommodation listings and liaison with the College's Student Association.

The Administrative Services section is responsible for admissions and registration and services such as accounting and community relations.

The College was active in the area of community relations through participation in Career Days and informational presentations at Westman schools, the Provincial Career Symposium and a Native Career Day. Many tours of the College were also conducted for high school students and interested community groups.

Throughout the year, the College's Community Relations Officer was in contact with all the high schools and Canada Employment Centres in the area serviced by Assiniboine Community College. Information seminars were held at the College for high school and Canada Employment Centre counsellors. These seminars allowed the College to relay up-to-date information and exchange ideas and concerns with the counsellors.

Graduation exercises were held on June 10, 1983 in Brandon's Keystone Centre. Approximately 800 students graduated from the College during those exercises. In addition, 50 individual awards were presented, along with two Lieutenant-Governor Silver Medals and 38 Certificates of Achievement and Excellence.

# Keewatin Community College

## Objectives

To support the social and economic development of Northern Manitoba by providing vocational and academic training which is appropriate to the abilities, needs and aspirations of its people and which effectively addresses the manpower needs of Northern Manitoba economy and, where appropriate, the economy of the entire province.

## Activities

Keewatin Community College is unique among the three Manitoba Community Colleges in that it serves an extremely scattered population of some 75,000. Only 30 percent of this population is located in larger centres such as The Pas, Thompson and Flin Flon. Therefore, the major part of the College's market lies in communities outside the industrial North.

Total enrollment for the 1983 calendar year was 2,345 students, down from 1982 when 2,703 students studied at the College. Evening program enrollment showed a slight increase this year, but all other program areas enrolled fewer students. The decline in full-time day course enrollment was due primarily to the discontinuation of the clerk typist, hairdressing and heavy equipment operator courses.

The College is comprised of five divisions: Industrial and Technology Programs; Service Programs; Community Services; General Education and Educational Support; and Administrative Services.

The Industrial and Technology Programs Division is responsible for curriculum to meet all needs of industrial employers in the North and to support apprenticeship programs of the Department of Labour and Employment Services.

In order to maintain relevant training within the Mechanical Department, a fuel injection unit was purchased and the Allan Analyzing Scope was equipped with a computer printout. The transition from three traditional 40-week Pre-employment Mechanic courses to a 20-week General Mechanics course, as a prerequisite to three 20-week Mechanic courses was completed, effective September, 1983. In the Industrial Mechanical Apprenticeship program, a change from three 10-week levels to three 8-week levels is being gradually phased in throughout the year.

The Carpentry and Woodworking course completed a major practical project — a 24' × 32' completely finished, ready-to-move cottage. To allow for increased practical/shop time, the Industrial Electrical Apprenticeship program, Level I, was increased from eight to ten weeks. Renovations to the electrical shop were completed.

This division was responsible for the Heavy Equipment Operators course, which has been discontinued.

The Mining Technology course has been suspended indefinitely as a result of low student demand and staffing problems.

Seven students began upgrading in a new program, Resources Management Technology, which is scheduled to commence in 1984.

The Service Programs division is responsible for all curriculum related to service occupations and organizations such as health, hospitality, business, and secretarial, personnel services and community services.

The Dental Assisting Phase I has received full accreditation by the Canadian Dental Association for a full five-year period.

The Practical Nursing program was surveyed last spring by the Manitoba Association of Licensed Practical Nurses. The extension program at Thompson was also surveyed. As a result the program has been approved until June, 1987. The Thompson extension program completed its second year, graduating 12 students in August. This program is not being offered in 1983-84.

The Correspondence Pharmacology and Clinical Pharmacology courses have been revised to accommodate those students who wish to attain LPN status in Manitoba. In most cases, they are Nursing Assistant graduates from other provinces who did not have Pharmacology in their program of studies.

With the addition of Organizational Behaviour to the Business Accountancy course, this program has now attained six credits toward the Society of Managerial Accountants (R.I.A.) program. The Certified General Accountants program also allows six credits.

Minor revisions were made to the Stenography program to incorporate data processing, word processing, electronic typewriting, and electives to gain basic experience/knowledge in the legal, medical, or executive secretarial fields.

A new 24-week Clerical Upgrading course got underway in September. The objective of the course is to allow student with clerical and clerk typist skills to attain a secretarial (stenography) certificate.

The Clerk Typist and Hairdressing courses, which were discontinued at the end of the 1982/83 academic year, were part of this Division.

A new 20-week J.R.T. Occupational Exploration course started in November. The course was designed to provide coping skills and basic job skills in the service industry. Students received training in such areas as restaurant pantry service, housekeeping, retail stock-receiver, and service station attendent.

The General Education and Educational Support Division is responsible for providing basic education and academic support subjects to courses on campus and to some courses offered through the Community Education organization. This division also provides support services such as the Learning Resources Centre, Media Services, Counselling Services and Diagnostic Testing. 5-10 courses in Adult Basic Education were held in Barrows, Cormorant, Easterville, Flin Flon, Garden Hill, Lynn Lake, Norway House, St. Therese, The Pas, The Pas Reserve, Thompson and York Landing.

The Community Services Division supplies continuing education and industrial training programs in northern urban communities with the support of other college divisions. Contact is maintained with community leaders in most communities throughout the North in an effort to identify education and training needs and ultimately deliver programming to meet those needs. Field coordinators in remote communities work in conjunction with full-time staff located in The Pas and are supported by the total resources of the College.

The Special Programs Department delivers conventional continuing education courses and provides a consultative service on behalf of the province to the General Industrial Training (G.I.T.) program throughout the North.

The College's Thompson campus offered the following courses: Limited Electrical Skills, Small Motor Technician, General Mechanics, Basic Plumbing, Business Skills Integrated, Practical Nursing, Basic Office Management, Basic Welding, Truck Driver Training, and Employment Orientation for Women.

Northern residents registered in nearly 150 credit and non-credit courses offered by the Evening Programs Department. These courses were offered in The Pas, Flin Flon, Thompson, Churchill, Leaf Rapids, Gillam and Lynn Lake.

The Administrative Services Division is responsible for all matters related to accounting functions, records, physical facilities, residence, printing and registration with responsibilities for the allocation and development of physical space, the adult and maintenance of aggregate records of personnel utilization and the development of records and accountability systems for field operations, comparable in effectiveness to those at The Pas campus.

The Student/Staff Advisory Council held ten regular meetings and three special meetings. A joint meeting of the executive committees of the K.C.C. and R.R.C.C. Councils was held in

The Pas and provided a worthwhile opportunity to exchange ideas. Over the year, Council discussed a wide range of topics and saw many of its recommendations implemented, at least in part. Notable examples included adoption of revised regulations governing supplemental examinations, deferred examinations, and attendance; provision of Student Aid for A.B.E. students under the Manitoba Student Assistance Plan; establishment of an inter-denominational chaplaincy service in the College; and adoption of changes pertaining to student achievement awards.

A community relations committee was formed to promote an expanded awareness of K.C.C.'s capabilities and accomplishments within the community. The committee will provide an opportunity to utilize college talent and encourage staff to be their own ambassadors.

The Annual Awards Night was held on May 19, 1983. Twenty-one awards were presented to outstanding students from all departments within the College.

# Post Secondary Career Development Branch

## Objectives

The Post Secondary Career Development Branch is responsible for the development, implementation, and operation of special programs to provide career opportunities for disadvantaged residents of Manitoba by creating access to Manitoba's post-secondary education and training institutions.

## Activities

1. BUNTEP is an off-campus teacher training project, delivered by Brandon University. The project operated in eight (8) communities during this year: Norway House, Split Lake, Peguis, Fairford, God's Lake, Grand Rapids, Cross Lake and Thompson. The project has an enrolment level of 110 and graduates approximately 35-40 per year. The project is cost-shared by the Province and the Federal government under the Canada/Manitoba Northern Development Agreement.

   A development for this project in 1983 was the opening of a centre in Cross Lake.

2. The Winnipeg Education Centre is a joint undertaking of the Provincial Department of Education, Winnipeg School Division No. 1 and the University of Manitoba Faculty of Education. The purpose of the program is to train core area residents to teach in the core area schools. Approximately sixty (60) students are enrolled in the B.Ed. degree at the centre. The centre graduates approximately twelve (12) teachers per year.

3. The Inner City Social Work Program is a joint undertaking of the Provincial Department of Education and the University of Manitoba School of Social Work. The program is funded under the Canada/Manitoba/Winnipeg Core Area Initiatives Agreement.

   The purpose of this program is to train core city residents as Social Workers for service in the core city area. It offers a full BSW degree and is housed with Winnipeg Education Centre at Sir Sam Steele School. We expect that there will be a fruitful exchange between social work and education for the inner city as a result of this association. Forty-five (45) students are currently enrolled.

4. The University of Manitoba ACCESS Program provides access to the full range of University services to disadvantaged residents from Northern Manitoba. The program has enrolled fifty (50) students and had four (4) graduates this year. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.

5. The Special Pre-Medical Studies Program, at the University of Manitoba, is designed to provide native residents of Manitoba, who lack the pre-requisites for entry into the Medical Faculties, with an adequate background so that they can compete successfully for entry. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.

6. The Native Medicine Program is operated at the University of Manitoba. As a result of the Special Pre-Medical Studies Program, three (3) students have gained entry into the Faculty of Medicine and one (1) into the Faculty of Dentistry. It is anticipated that more graduates of the Special Pre-Medical Studies Program will follow this pattern. The program is funded under the Canada/Manitoba Northern Development Agreement.

7. The Community College ACCESS Program is designed to provide access to a wide range of opportunities offered at Red River Community College, for disadvantaged residents of northern Manitoba. The program has an enrolment of forty-five (45) students and graduated 5 students in 1982. It is cost-shared under the Canada/Manitoba Northern Development Agreement.

8. The Inner City Nursing Program has enrolled thirty (30) students at Red River Community College in the diploma nursing program. It is expected that the first students will graduate in 1984.

   The objective of the program is to train core city residents (with the emphasis on native people) for service in the core city.

9. The Northern Nursing Education Program was established in Thompson in January 1983. Fifteen (15) students were selected into the first year of the program. The size of the program will grow by fifteen (15) students per annum until it reaches an enrolment maximum of forty-five (45) students. This program, which is the first nursing diploma course to be offered in northern Manitoba, will provide access for disadvantaged northern residents and will provide a stable nursing force for northern Manitoba. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.

10. The Northern Bachelor of Social Work Program has been developed in co-operation with the University of Manitoba. The program has been established in Thompson and will select fifteen (15) students into the first year of the program in January, 1984. This program provides disadvantaged residents of northern Manitoba the opportunity of a BSW degree. The program is funded under the Canada/Manitoba Northern Development Agreement.

11. The Core Area Training and Employment Agency is designed to arrange and/or deliver training and employment for inner city residents. Training periods range from six months to two years. Training and employment opportunities offered by the Agency have been varied during the past year. Some have been: bus operators, residential child care workers, clerical, horticulture, telephone repair assemblers, working with mentally handicapped persons, on-the-job training in small businesses, etc.

12. Distance and Adult Education. The branch has the responsibility of examining policy issues in this area.

13. The responsibility for Adult English as a Second Language training in the Province has been transferred to the branch. The Department provides grants to school divisions for the purpose of assisting in the delivery of English language training for adult immigrants. Approximately 3,000 persons were enrolled in adult English As A Second Language classes in Manitoba in 1983.

# Student Aid Branch

## Objective

The Manitoba Student Aid Program provides supplementary financial assistance for educational purposes to any Manitoban whose finances are not adequate. Awards are based on financial need and an assessment is completed on all applications to determine eligibility for assistance.

## Activities

Manitoba Government Bursary assistance was increased to $100 per week to match similar changes to the Student Loan amount. The impact of those two decisions was to increase the maximum assistance available to post-secondary students from $3,720 to $6,600 for an 8-month program and from $5,500 to $8,200 for a 10-month program. An additional $1,000 in either provincial loan or bursary would continue to be awarded to students whose needs were in excess of the maximum.

Together with the increase in the weekly amounts the federal government introduced a loan program for part-time students which is administered by the Student Aid Branch and an interest relief plan for students who are not able to start repaying their Canada Student Loan due to lack of employment.

In 1983, full eligibility for assistance was extended to students enrolled in the Adult Basic Education (ABE) program.

For 1983/84 a systematic verification of the satisfactory progress of all students was introduced to ensure that awards are granted according to academic achievement and to provide students experiencing academic difficulties with the opportunity to improve their standards through study skills and counselling services offered by colleges and universities.

## Program

The Student Aid Program combines two sources of financial assistance — Canada Student Loans and Manitoba Government Bursaries.

Canada Student Loans are available to full-time post-secondary students attending designated schools, colleges, universities and trade schools. The loans are interest-free while the student attends school and for 6 months afterwards. Interest and repayment begin after the six month period.

Part-time students may apply for interest bearing loans.

Manitoba Government Bursaries are available to full-time secondary (Grades 9-12) and post-secondary students. These do not have to be repaid.

Secondary students may apply for Frontier School Division Bursaries, Adult High School or Adult Basic Education Bursaries, and regular High School Bursaries.

Special Opportunity Bursaries are available for the following areas:

A. ***Handicapped Program*** — provides support for the extra services a student may require as a result of a disability.

B. ***Teacher Training Program*** — provides assistance to teachers taking advanced courses in certain specialized areas of education. Bursaries greater than $1,400 are subject to repayment by service in Manitoba.

C. ***Prince of Wales/Princess Anne Bursary Program*** — is open to Manitoba residents of Indian or Metis origin attending approved post-secondary institutions. The First Nations Confederacy, in cooperation with the Student Aid Branch, selects registered Canadian Indian candidates. The Student Aid Branch is responsible for selecting Metis and non-status Indian candidates for the program.

D. ***Special Opportunity Secondary Awards*** — Metis and non-status Indian students who qualify for the regular high school bursary are considered for Special Opportunity Metis secondary awards of $100 per year.

   Registered Indian students who live permanently off reserve and who do not receive assistance from the Government of Canada are eligible for regular high school bursaries and Special Opportunity Native Secondary awards of $100 per year.

E. ***Dental Therapist*** — Bursaries are offered by the Manitoba Government for students studying in the Dental Therapy Program at Wascana Institute in Saskatchewan. Bursaries of $6,000 per year are granted for each of two years and applicants are requested to sign service agreements requiring students to work in rural areas of Manitoba, remission of $400 per month for forty months.

Students in Grades 9-12 are eligible for bursaries from $275 to $550 depending on whether or not they are able to live at home while attending school.

Loan rebates are available for post-secondary students when they have completed their course of studies.

Operations at the Student Aid Branch include Information, Application Processing, Accounting and Audit services. Inquiries, communication, counselling, and liaison with communities and educational institutions are handled by the Information Section. Students are also referred to other sources of assistance such as the Student Social Allowances, Child Related Income Support Program, Shelter Allowances for Family Renters, Private Scholarships and Special Bursaries.

Application processing includes editing, assessing, filing and key punching the applications. The accounts section maintains all financial records of the program. The auditing of files of some applicants confirms financial information and protects the program from abuse.

# Student Aid Appeal Board

## Objectives

1) To investigate appeals against decisions of the Student Aid Branch concerning student assistance.

2) To make recommendations to the Minister based on the findings of these investigations.

3) To advise appellants on the policies and procedures of the Manitoba Student Aid Program and to provide financial counselling where required.

## Activities

The Board, consisting of a Chairman and six members, considered 781 appeals during the 1982/83 academic year. Forty-eight percent of appeals were successful, 37% denied, 9% were cancelled or withdrawn, and 6% were referred to the Student Aid branch for processing as reviews.

During the year, the Board held regular hearings twice a week, usually at its offices. It also held a series of hearings at the major post-secondary institutions in Winnipeg and Brandon. The Board encouraged students to support their appeal by personal or telephone interviews wherever possible, and 168 students met with the Board in person with an additional 110 involved in telephone interviews.

The five most frequent areas of appeal were: bursary deadline, bursary eligibility, other assets, work period contribution, and parental contribution. In many cases students and their families did not understand how applications were assessed and the Board spent considerable time explaining the principles and policies of the Manitoba Student Aid Program.

In its annual report to the Minister, the Board provided a detailed account of its operations and findings in 1983.

# Administration and Finance Branch

## Objectives

The Administration and Finance branch is accountable for the comptrollership function and development and direction of the financial, information processing and other administrative support services for the community colleges, ensuring control of assets, budgetary planning, expenditure control and accounting for revenue and operating costs. This branch is also responsible for the coordination of financial administration and budgets for the division.

The administration of inter-provincial training agreements and the regulation of private trade schools are also the responsibilities of this branch. The branch also is responsible for the on-going administration of the Manitoba Technical Training Centre and for contracts related to other Skills Growth Fund projects.

## Activities

Financial administration includes two major sections — financial planning and review and general accounting. The financial planning and review section maintains the course Cost Analysis System (CAS) as support for cost-sharing claims and agreements with Employment and Immigration Canada and other sponsoring agencies including provincial governments. The costing system and related financial reports provide a management tool for monitoring Community College operations. This section also forecasts training costs, and conducts financial studies related to college operations. The general accounting section is responsible for daily operational activities relating to the central government receipts and disbursements systems, which include the commitment, vouchering and payroll systems. Other major duties include the monitoring of community college revenues and receipts, review of monthly financial reports and the preparation of quarterly cash flow reports.

The budget coordinator is responsible for the coordination of the budget estimates process with the colleges and the other branches within PACE and the preparation of the budget estimates for Cabinet approval. The internal auditor performs reviews of various financial and management information systems relating to the operations of the branches.

The manager of information services is responsible for the coordination of advertising, information and community relations programs within the division. Assistance and advice is provided to the individual colleges in regard to their specific programs and activities.

The intervarsity athletic director is responsible for the development and promotion of intervarsity athletics for the community colleges. Direction is also provided to the colleges' athletic administrators to ensure that the community colleges have a comprehensive program of intercollegiate athletics. Manitoba hosted the first Canadian Colleges Athletic Association Invitational Curling Bonspiel at Assiniboine Community College in March. The host province won a gold medal in the mixed event. Manitoba also captured three bronze medals in badminton and men's and women's volleyball at the Canadian Colleges Athletic Association Championships held in Toronto in March.

In the area of inter-provincial training agreements, Manitoba has agreements with other provinces to provide training for Occupational Therapy, Nuclear Medicine Technology and hearing impaired students. Under similar agreements, Manitoba students travel to other provinces to receive training in Optometry, Veterinary Medicine, Surveying Engineering and to participate in programs for both the hearing impaired and the visually impaired.

The branch also is responsible for the regulation of private trade schools. At the end of 1983, 34 schools were registered under the Private Trade Schools Act. Included in the total were six newly-registered schools offering training in computer programming, cosmetology, make-up artistry, manicuring/pedicuring, modelling and word processing. All are located in Winnipeg. Four schools cancelled their registration during the year.

The Manitoba Technical Training Centre, the province's first computer-assisted training and educational centre, commenced operation at 200 - One Wesley Avenue in downtown Winnipeg in late March, 1983. The centre is administered by the Administration and Finance Branch with Control Data Canada Ltd. responsible for the day-to-day operation and instruction. The centre also is supported by an advisory committee made up of representatives of the Manitoba Federation of Labour, the Winnipeg Chamber of Commerce, the provincial Department of Industry, Trade and Technology and the Post-Secondary, Adult and Continuing Education Division.

During its first nine months of operation, a total of 104 students were enrolled in the six-

month computer programming and electronic technician courses. All were sponsored by Employment and Immigration Canada. In December, Employment and Immigration Canada also sponsored four students to take a one-month computer familiarization for women course and another six students into a three-month electronics for the electrician course. In addition, 18 Manitoba-based organizations sent nearly 50 employees to the centre to receive training designed to increase their productivity.

Program areas of study available at the centre included computer and data processing, industrial/technical, business and management, financial management, sales and marketing, academic studies and personal development.

## Manitoba Community Colleges Productivity Analysis

| | 1980/81 Actual | 1981/82 Actual | 1982/83 Actual | 1983/84 Revised |
|---|---|---|---|---|
| **Resource Data** | | | | |
| SMY (Excludes Contract Staffing) | $ 968.1 | $ 992.3 | $ 1,019.0 | $ 986.2 |
| MIS Staff included above | 30.6 | 28.8 | 28.0 | 28.0 |
| Expenditures (000's) | 34,074.9 | 39,059.0 | 44,464.4 | 50,140.3 |
| Revenues: | | | | |
| Fees & Miscellaneous | 4,789.9 | 5,518.0 | 6,279.0 | 5,954.3 |
| Shared Cost | 14,673.2 | 15,629.8 | 20,185.7 | 19,826.5 |
| | $19,463.1 | $21,147.8 | $26,464.7 | $25,780.8 |
| Net Provincial Cost | $14,611.8 | $17,911.2 | $17,999.7 | $24,359.5 |
| **Output Data** | | | | |
| Enrolments | 31,281 | 34,548 | 36,181 | 34,783 |
| Training Days (Net) | 1,303,860 | 1,337,556 | 1,417,592 | 1,367,351 |
| **Unit Data Analysis** | | | | |
| Training Days per SMY | 1,347 | 1,348 | 1,391 | 1,386 |
| Gross Cost/Training Day | $26.13 | $29.20 | $31.37 | $36.67 |
| Percent of Cost Recovered | 57.1% | 54.1% | 59.5% | 51.4% |
| Current Value Canadian Dollar — Base 1981 — Statistics Canada (1981 equals $1.00) | (1.10) | (.98) | (.89) | (.84) |
| Discounted Gross Cost/Training Day | $28.74 | $28.62 | $27.92 | $30.80 |

## Programming Branch

### Objective

The Programming Branch is responsible for the planning, development and evaluation of community college courses and operates in a supportive and consultative capacity with the colleges. Specifically, the branch works with the colleges in the assessment, submission for approval, coordination, evaluation and continuing development of existing courses at the colleges in addition to providing liaison with other provincial and federal government departments, non-government agencies and industry.

### Activities

- The branch continued its activities with operational planning. The annual review of community college courses was part of this process. This involved an analysis of demand, enrollment/capacity, attrition and follow-up data for all courses. The review resulted in a number of recommendations related to college programming.
- The branch completed a study for Red River Community College of the health record occupational area to determine the current and future needs for health record personnel by provincial health care institutions, and to determine if the current Health Record Technician course is providing adequately trained personnel.
- In cooperation with the Post-Secondary Career Development Branch, the Programming Branch assisted community groups within the Selkirk region to identify training needs and to develop proposals for the delivery of post-secondary education.

- The branch participated in the planning and implementation of a community based Adult Basic Education program which will be delivered in the core area of Winnipeg by Red River Community College in conjunction with a number of private and public community based employment programs. The program is designed to prepare individuals for future skill training, on-the-job training or direct entry into employment.
- The branch administered a College Goals survey covering the three community colleges and various non-college groups. Data was analyzed and reports for each college prepared.
- The branch cooperated with the Research Branch of the Department of Labour and Employment Services in a survey of community college graduates. This included the development of a survey supplement for Student Services at Red River Community College, assisting with the computer analysis of data, and preparation of a report on the Dental Assisting course at RRCC based on the results of the follow-up survey.
- The branch administered a pre-accreditation survey of the Medical Laboratory Technology program. Data was analyzed and a report prepared.
- Graduates, both certificate and diploma, of the Nursing program at Red River Community College, and employers of graduates were surveyed. This was part of a continuing assessment of the effect of the implementation of the career ladder concept to the nursing program.
- Assistance was provided by the branch in the review and evaluation of private trade school applications for licensing.
- The branch participated in the departmental activity of establishing management performance objectives. Objectives were identified and reviewed, and proposals made for future action.
- The branch carried out a survey of both graduates and non-graduates who participated in the Introductory Accounting correspondence course operated by Red River Community College.
- The branch assisted in the development of a number of projects in the community colleges and universities that were undertaken as part of the Skills Growth Fund.
- The Agriculture Courses at Assiniboine Community College were reviewed and evaluated. The objectives were to clarify the needs in this area and determine how well they are being met.
- The branch assisted the School District of Mystery Lake and senior P.A.C.E. personnel in the development of a proposal for the construction of a vocational training facility. This facility would serve school children and adults in Thompson and the surrounding area.
- The branch continued to participate in a committee which facilitates articulation between P.A.C.E. and the Frontier School Division in order that the post-secondary educational needs of students from this division can be better met. Activities included the development of innovative programs to help students obtain the necessary prerequisites for admission to post-secondary education, information sharing and the cooperative use of existing facilities for the delivery of educational programs for adults and children in the communities served by Keewatin Community College and the division.
- A discussion paper was prepared on the community child care issues of accreditation, certification and licensing. This led to the establishment, in conjunction with the Department of Community Services and Corrections, a Child Day Care Education Coordinating Committee which reported on program content, competency standards and modes of delivery. Recommendations were made for a coordinated and cooperative program. Subsequently, a Program Approval committee was established to approve training programs for child care personnel and to monitor the quality and standards of child care education programs.
- A pre-accreditation evaluation of the Medical Radiation Technology program was completed and submitted to the advisory committee.
- A needs assessment study for Pharmacy Technician training was carried out. The results were presented to the steering committee.
- An evaluation of the Social Services course at Assiniboine Community College was carried out. A report was prepared with recommendations.
- A submission was completed on Emergency Medical Technicians, including organization, funding and an overview of curriculum content.
- A committee was established to evaluate the need for training for persons who install

and service fire alarm systems. Objectives were identified and recommendations made with respect to training and licensing.

- The branch prepared a proposal on PACE Lifeskills Program/Premier Personnel and presented it to the LEAP Review Board. Following approval of the proposal, the branch worked with a steering committee to mount the Lifeskills program in collaboration with Premier Personnel.
- The branch assisted in the preparation of task analyses in support of the General Industrial Training (GIT) program.
- The Programming Branch developed the strategy for the information of an accreditation council responsible for reviewing other post-secondary educational programs for which P.A.C.E. accreditation is sought.

## Personnel Branch

The personnel branch provides service to the community colleges in the area of staffing, job classification, staff development, salary administration, labour relations including collective bargaining, grievance handling, arbitration, and staff budgeting and control.

### Major Activities

A new undertaking this year was the redeployment and retraining of community college instructional staff whose employment potentially was affected by course cancellations. This initiative was undertaken through the joint effort of management and the Manitoba Government Employees' Association.

# Frontier School Division No. 48

Frontier School Division No. 48 operates 34 schools in 31 different communities, serving a total student population of almost 6,000. Since January, 1983 there was one less school when Warren's Landing School was closed due to decreasing enrollment. The Dolly Magnusson School in Princess Harbour was the smallest school with only seven students last year; Big Black River now is the smallest with a total enrollment of six students. The high school enrollment has remained at approximately 845 students. The new Ebb and Flow High School opened in the fall term and many of the students from that area who had been attending school in Ste. Rose have returned to Ebb and Flow. Frontier Collegiate Institute at Cranberry Portage includes a residential facility which provides homes for approximately 190 students who are attending high school away from their home communities.

As well as operating schools in communities, the division continues to provide additional services beyond those normally offered by a school division. A Student Placement Program for students who for various reasons must attend school away from home communities has been developed and maintained by the division over a number of years. Student enrollment in this program now reaches over 170. As well, the division has hired a post-secondary counsellor whose main responsibility is to provide counselling assistance and advice to students who intend to proceed with post-secondary studies. This program has grown to over 100 students.

The division continues to provide educational services for approximately 550 children living outside of organized school districts and north of Township 22. Prior to 1980, these children were the direct responsibility of the Manitoba Department of Education.

Other school program support personnel on staff include reading and language development consultants, psychologists, math/science/computer consultants and a curriculum consultant. During the fall term of 1983 the division hired a computer programmer. The division employs approximately 378 teachers and principals as well as 62 teacher-aides who are enrolled in the PENT Program, a division sponsored teacher training program.

### 1. Parental/Community Involvement

Maximizing parental and community involvement in both the development and administration of effective programs continues to be a high priority with Frontier School Division No. 48. The division now has effective school committees in each of the communities served as well as a Central Advisory Committee made up of six elected representatives from Frontier communities and representation from the Manitoba Metis Federation and Manitoba Indian Educational Association. Local school committees now take on a role which is very similar to that taken by school boards in most rural divisions.

Committee representatives in each community are responsible for hiring staff, whether teaching or non-teaching, as well as all decisions regarding programs, policies and budget proposals. Local school committees consult with and advise the division administration with regard to actions they wish to take. These committees operate by constitutions and terms of reference developed by the committees and approved by the division.

The Central Advisory Committee continues to provide direction on division-wide policies and

procedures. This committee also serves an important function by providing division residents with an opportunity to have their elected representatives involved in determining educational policies and programs for the Province of Manitoba through their participation as full members of the Manitoba Association of School Trustees.

## 2. School Programs

The major emphasis this year and for the next few years will be in the areas of computer awareness, data processing and computer science. All of the schools in the division now provide opportunity for all children to have some access to micro-computers in order to develop their awareness of the capabilities of the equipment and programs. At the high school level it is the intention of the division that all students will take credit courses in computer awareness and either data processing or computer science. Data processing should be offered in all schools by early 1984.

A project aimed at individualizing the match program at the elementary level for students from small communities who want to progress on their own worked extremely well last year and it is expected that with the assistance of the computer programmer during the current school year this project can be extended and the service provided to all areas of the division.

The division also emphasizes the areas of early childhood and continuing education beyond the regular school programs. A consultant, whose primary responsibility is to assist schools and communities interested in developing their early childhood and pre-school educational programs for both children and parents, has been hired. An Early Childhood Program at Norway House High School was developed. This program serves a dual purpose of early training for very young children as well as a course option for high school students interested in studying in this field. It was developed by a committee of division personnel and Department of Education consultants. It is expected that if the program proves to be successful it will eventually become a vocational program which could be taken by students interested in pursuing a career in social work or child care.

Although it is still the intention of the division to get more heavily involved in adult education, limited funding has not made it possible to extend this emphasis significantly. The main program has been an Adult Education Program offered at Norway House High School in co-operation with Keewatin Community College. As soon as it is possible, the division intends to extend high school programming to include many community education activities.

Both English language and Native language program development and staff training continue to be a point of emphasis with the division. The language development and reading consultants work primarily with the junior high level teachers in English language development and with primary and intermediate in Cree and Saulteaux languages. The kindergarten to Grade 3 Cree and Saulteaux programs have now been completed for piloting and will be tested in the schools during the coming year. If the programs are of sufficient quality and there is a demand for their use, both the Cree and Saulteaux programs will be developed at more senior levels.

The language development and reading staff continue to train northerners as language development specialists. As a result of these programs the division now has on staff a number of individuals who have fairly extensive training in this area. It is anticipated that in the near future some will be able to take on the responsibilities of language development specialists with this division or elsewhere. During the coming year, language across the curriculum will be a major emphasis of the division with consultants in math/science and computer programming. division graduates should be receiving a quality of education equivalent to or better than that offered in most schools in the province.

Two major studies were completed during the 1982/83 school year. The first was a major review of high school programs and student services in the division. The major recommendation of the study was for more communication and co-operation among high school teachers in the division. It was found that since each high school tended to operate very much in isolation, programs tended to not support each other to the extent that they could. High school teachers have agreed that they would like to establish subject area departments across the division. An important contribution of this study is that it has pointed out the need for the best high school programs possible for the quickly increasing number of students who are staying in school and making plans for post-secondary training.

The second study which was completed was one done in co-operation with the Planning and Research branch of the Department of Education on the issue of accessibility for Frontier School Division students to post-secondary education. As expected, the study concluded that financial and institutional barriers seldom hindered access to post-secondary education for Frontier graduates

but that the crucial and very real barriers were social and cultural factors. It was for these reasons that the post-secondary counselling services were established last year. Through the establishment of these services the number of students from Frontier attending post-secondary education has increased from approximately 25 to 59. Approximately 100 students continued with post-secondary education in the fall of 1983. The division, recognizing the potential problems created by these increasing numbers, had made arrangements with the New Careers Program to establish a Student Counsellor Training Program which should enable every high school in the division to have the services of at least a para-professional student counsellor, if not a professional counsellor.

The division has also purchased two career choices programs which will be circulated among the high schools in order to offer better career counselling for all high school students. In future years a major concern to the division, although not its direct responsibility, will be to work with the post-secondary institutions in increasing the success rate of students who enter into professional and technical training beyond their Grade 12 graduation.

## 3. Student Services

Students attending school in Frontier School Division continue to receive the benefits of the programs that are generally comparable to southern programs but also provide for the unique needs of northern students. A continuing difficulty in the division is the size of the high schools. This is often a source of frustration for both parents and staff who would like to be able to offer the best program possible for everyone but find that this is impossible because of small staff and student numbers. All high schools in the division offer the "01" programs and sufficient "00" courses to enable students to receive a Grade 12 certificate which is acceptable for university entrance. Where it is not possible to meet these unique needs, the division makes it possible for these people to study elsewhere either through the Student Placement Program or through Frontier Collegiate Institute. It is the intention to continue to develop individualized computer assisted instruction packages for students who wish to go into greater depth or at a different rate than is possible through regular school instruction.

As previously mentioned, the division is working with New Careers to train para-professional student counsellors. The primary responsibilities of these individuals who will be receiving training and on-the-job experience over the next two years, will be to provide guidance counselling to students and parents as well as some career counselling.

It is not expected that the para-professionals will replace full-time professional counsellors but it is anticipated that they will provide a very essential service in support of the counsellors working in the division.

With the increasing enrollment in both the Student Placement Program and the Post-Secondary Program, Frontier will be arranging with the New Careers Program for two counsellors to be trained to work specifically with these programs.

Student attendance across the division continues to be extremely good. Many schools now have average pupil attendance rates of over 90 percent. The months which continue to show the lowest average attendance are May and June. In order to attempt to alleviate this problem a number of school committees have requested, through the Official Trustee, that the Minister of Education change the school year to make it more compatible with the life styles of the communities. The nine-month school year has been extended from Brochet, South Indian Lake and Grand Rapids to include the communities of Moose Lake, Cold Lake, Berens River and Crane River. It is hoped that with this adjustment it will be possible to maintain the same attendance record during the month of May as was experienced during the rest of the year.

As is the situation in all school divisions, a percentage of the student population has special needs. These students might be handicapped in the area of vision, hearing, physical abilities or learning abilities. Approximately 130 students have been identified as requiring special assistance. Special grants have been applied for to enable the employment of special tutors for these students or to purchase equipment and develop programs for the students to work individually with the assistance of the computers. The area of special needs services is one which has grown very rapidly in the division. The services provided now are at least equivalent to services provided anywhere in Canada.

## 4. Staff and Staff Development

Frontier School Division now employs a staff of approximately 686 teaching and support personnel. In all cases effort is made to provide the staff development essential to enable everyone to carry out their responsibilities with maximum efficiency and quality of

work. Professional development for non-teaching staff tends to be on very specific tasks and is often conducted individually and in small groups. As has been mentioned earlier, the counsellor training program through New Careers is a new thrust. Also in co-operation with New Careers, Frontier is providing special training to the residence counsellors at Frontier Collegiate. In the past, residence counsellors have been hired on the basis of experience and training they have obtained elsewhere. This program will enable residence counsellors to obtain training specific to their job at Frontier Collegiate Institute.

Another new program which has been implemented on a trial basis is that of school Business Managers. The Business Manager's responsibilities are to provide support and assistance to the principal in those tasks which are non-educational and supportive. Examples are the maintenance and minor capital programs at each school, supervision of janitorial staff, accounting for school funds and possibly areas such as student transportation. Should this program work well in the schools of Ebb and Flow, Wanipigow and Berens River where it is being pilot tested, it will be expanded to other communities in the future. The training for the Business Manager will be provided through division personnel.

The division continues its involvement as one of the funding bodies of PENT. All teacher-aides employed in the division must, as part of their terms of employment, enroll in the PENT program. During this past year the PENT program was selected by the American Association of Teacher Educators as the top alternative teacher training program in North America. The division is pleased with the quality of graduates from the PENT program and the success rate that the graduates have in their teaching career.

Approximately half of the teacher professional development activity in the division is determined by the division and half is determined by the teachers' own professional developed committees. During the past school year teachers participated in the in-service sessions organized by Frontier and the Manitoba Department of Education and the Manitoba Teachers' Society. The two professional development fields in which the largest number of teachers participated were the M.T.S. special area group sessions and the language development programs organized and conducted by the division.

## 5. Nutrition/Health Program

The function of this program continues to be to assist in the provision of comprehensive health services to students and to assist teachers in health education as well as to provide a daily nutrition supplement to the younger students. Approximately 3,050 nursery to Grade 4 students receive a daily nutrition supplement.

The program is staffed by a director and three professional staff and fifteen New Careers trained nutrition/health paraprofessionals. The paraprofessionals are community members and have daily contact with the schools. Their responsibilities include carrying out basic first aid and health record keeping under the supervision of the area nurses, supervising the nutrition education program, teaching some nutrition and health education and conducting community workshops in nutrition education.

## 6. School Facilities

Frontier School Division has assumed responsibility for education at Ebb and Flow, as well as Cross Lake for the Metis community. Sundance School was also re-opened after being closed since 1979.

New schools were completed at Ebb and Flow and Cross Lake. The major addition to Wanipigow School was completed in June. Major additions are currently being constructed at Cranberry Portage Elementary School and at the Crane River School. The Crane River addition is approximately 6,000 sq. ft. of new classroom space. The addition at Cranberry Portage includes a new gymnasium and classroom space for a total of approximately 7,500 sq. ft. It is anticipated that both of these projects will be completed in early 1984.

The school building at Granville Lake was lost to fire last year. A replacement building has been constructed and is now in operation.

Frontier School Division has submitted Letters of Intent to the Public Schools Finance Board for construction of major additions at Oscar Blackburn School in South Indian Lake and Grand Rapids School. A proposal has also been made for renovations of the hangar building at Frontier Collegiate in order to develop vocational space at the Collegiate. The vocational program, if developed at Frontier Collegiate, would offer courses in power mechanics, building construction and possibly in areas such as commercial foods, social work and resources management.

# Planning and Research Branch

The Planning and Research Branch works toward an integrated approach to the policy information needs of the Department. The

branch provides support to the Department in several ways. Policy development, evaluations of programs and policies, reviews of research, and analysis of data are the major responsibilities of the branch. The branch provides assistance to operating units on matters involving planning and research, and works to expand awareness in the education system generally about research, evaluation and planning.

More specifically, five kinds of activities are essential for meeting the roles outlined above. They include: planning; information analysis and dissemination; research studies and evaluations; development and analysis of data bases; and, consultation and training. It should be noted that these activities are interactive; the success of one is often dependent upon the others.

## Planning

The branch is responsible for co-ordinating planning in the Department, including development of procedures and formats. Responsibility for the content and execution of plans, however, continues to rest with line managers. In 1983, the Department adopted a new planning process designed to focus upon major policy decisions and to assist in the reallocation of resources. In addition, a paper entitled "Factors Influencing Education in the 1980's" was published in order to provide information on the wider context in which planning occurs.

## Information Analysis and Dissemination

Through policy and discussion papers, which analyze selected topics, and the summarizing of important research literature, the branch provides information on questions and issues that are relevant to the Manitoba educational system. These presentations offer a consideration of the issues, and a careful examination of the evidence, in order to assist in decision-making and to encourage debate and discussion. Broader dissemination of this information takes place through publication in *Education Manitoba* as well as through distribution of material to a wide audience in the education community.

In 1983, issues receiving attention included compensatory education, multi-grade and multi-age classrooms, high school vocational education, small schools, public attitudes to education, school to work transitions, and reviews of secondary education.

## Research Studies and Evaluations

Through the collection and analysis of empirical data, several research reports have been produced. Each of these studies had been initiated in response to a specific information need. While in some cases the results and conclusions have affirmed decision-makers' perceptions, in other cases, they have led to substantive program and policy changes. The emphasis in research and evaluation studies is increasingly upon assisting decision-making.

Studies completed in 1983 included: "Small Schools Survey: Pressures Facing Small Schools"; and, "Frontier School Division Students and Post-Secondary Education: A Study on Accessibility."

## Development and Analysis of Data Bases

The branch assists in the establishment of Departmental data bases and information systems. In terms of major policy and program issues, the branch has a direct interest in the analysis of information. For example, in 1983, the branch provided information to school divisions on numbers of pre-school children, and on population characteristics from the 1981 census.

## Consultation and Training

Consultation has included providing advice or assistance to a number of internal and external groups in the design and conduct of research studies. Training involves improving the skills of the Department, and of the education system generally, in the areas of effective planning, research, evaluation and policy development.

# Communications Branch

## Introduction

The branch was formed in April, 1983, to improve communications to the public and within the education community, about activities and policies of the department.

## Major Activities:

## Publications:

- Prepared *education manitoba*, 10 issues. This publication received a complete format change, deadlines were reduced from five weeks to three and a half, and a column for late-breaking news was introduced.

The magazine carries columns each month on research news, a news digest by the director of Communications, and a pull-out supplement on acquisitions by the departmental Library. Supplements on programs and offerings of other branches are planned.

Advertising on the back cover of *education manitoba* is another new feature. Ads appeared highlighting programs from the department of Health, the Manitoba Public Insurance Corporation, the Jobs Fund and Travel Manitoba.

Articles published in the four months since September explored the issues of child abuse, computer growth in education, distance education, and career counselling for Winnipeg Jets hockey club.

- Annual Report of the Minister of Education.
- Administrative Handbook for Manitoba schools — updated inserts.
- Educational Finance Review — Main document and summary (English and French)
- List of schools in Manitoba — available in English and French.
- Newsclip — clipping services on educational articles from both local and national newspapers. In 1983, major Manitoba weekly newspapers were added to those being scrutinized for educational content.
- *Ed Hoc* — This new four-page internal publication was introduced in September, and is published monthly. It contains news and information for employees of the department.
- *Parents' Guide to the Public Schools Act.* A brochure developed to help parents understand their responsibilities under this Act, presented in layman's language.

## Information

The branch responds to about seventy letters and telephone calls per month from the public, requesting information about departmental programs and services.

## Advertising:

The branch coordinated efforts in advertising with the Administration and Finance Department for a School Bus Safety Campaign incorporating the Manitoba Public Insurance Corporation "Alive — Click into Safety" Advertising Campaign.

The branch initiated a review of advertising by the department in co-operation with the Advertising Audit Office.

## Press Releases:

The branch developed a format for communications strategies for the use of branches in publicizing announcements, and is responsible for the preparation of all press releases for the Minister and her department.

## Teacher Exchange:

Coordinated exchange programs to Great Britain and the U.S.A., Federal Republic of Germany, the States of Victoria, South Australia and Tasmania and the provinces of British Columbia and Ontario.

Orientation sessions for the 30 teachers going on exchange in 1983-84 were conducted in the spring for those going to Britain, U.S.A., Germany and the provinces, and in the Fall for those going to Australia.

Two educator exchanges are planned, involving head teachers from Britain who will exchange with principals from Flin Flon. This office will also assist with the exchange of two school superintendents for a two week period, with British counterparts. The British executives have been here for their terms, the Manitoba superintendents will be visiting Britain in the spring to complete the exchange.

## Public Involvement:

1. A public involvement videotape was produced by Media Productions in co-operation with the Communications Branch. It was distributed to organizations and cable television stations.
2. Seminars on Public Involvement were held in Brandon and Winnipeg last spring, to discuss public involvement in education. Over one hundred people attended each seminar. Follow-up distribution of the speeches and proceedings of the seminar were made to participants and the media.

## Public Relations:

1. Maintain a central newsclipping library of education-related newspaper and magazine articles both local and national. This service has been expanded to include a number of Manitoba weekly newspapers.
2. Coordinated the Art in the Halls Project for the Robert Fletcher Building. This program has had to be inactive for part of 1983, due to the extensive renovations being made to the building. The program, which showcases artwork of Manitoba art class students from grades K-12, will resume in late 1984.

3. Coordinate displays of art work of Manitoba students in the display case mounted in the Minister of Education's Office. Visitors to the office can view painting, sketching, ceramics, lapidary work and other crafts done by Manitoba students. Exhibitions are provided by Manitoba art teachers on a rotating basis.

4. Over 20 promotional mailings were sent to all Manitoba schools, including Commonwealth Day posters, United Nations material and Youth Parliament proclamations.

5. Provided creative graphic arts assistance to the inter-departmental committee in the preparation of newsletters and brochures for the Crime Prevention Committee.

## Media Productions:

Contacts have been made with Winnipeg's ethnic media. A videotape of the Minister's major announcement on heritage languages was distributed by the branch.

## Committees:

Branch members are involved in a number of committees, both inter-departmental and intergovernmental, as well as in the private sector.

(a) Committee concerned with information gathering and dissemination, ongoing basis.

(b) Education liaison for the department on the Canada Week Committee.

(c) Teacher Exchange Officers National Committee (all provinces represented)

(d) Departmental liaison — Terry Fox Youth Centre, Ottawa. Recruit teacher monitors for several weeks annually at the Centre. Manitoba has seven monitors this year.

(e) Student Aid Appeal Board. The branch has a representative on this board, which meets regularly.

(f) Post Secondary Communications Committee.

(g) Creative Communications Advisory Committee.

# The Advisory Board of the Department of Education

## Objectives

The Advisory Board of the Department of Education is established under Sections 10 and 11 of the Education Administration Act (December, 1981). As set out in Section 16(3) of the Act the board shall report annually to the Minister and may make suggestions and recommendations for promoting education generally as may be deemed useful and expedient. The Advisory Board assesses and studies matters related to education that are referred to it by the Minister. The board has specific responsibilities for prescribing the form of religious exercises and patriotic observances. The board may assess curricula, textbooks and other instructional materials for use in public schools as well as engage in research and study of matters of educational policy, other than those of administrative detail and shall report thereon to the Minister.

## Activities

(1) Patriotic Observances

The new program has been translated into French and is now in all schools requesting the program in French.

A poster developed by the Advisory Board was printed by the Department of Cultural Affairs. The Department of Education assumed the cost of distribution to the schools. The poster depicting animals of Canada, was distributed to all schools for the Canada Day celebration.

(2) Religious Exercises — Regulations

The major project during this year was the development of a booklet for Religious Exercises. The committee met with a number of religious groups in order to gather information as to what should be included in the program. The booklet has now been prepared and a number of different schools, school divisions, and organizations have been asked to provide feedback as to the suitability of the program. It is the wish of the committee to have the booklet approved and ready for circulation early in 1984.

(3) Structure of the Advisory Board

The Minister of Education, Honourable Maureen Hemphill asked the board to study the structure and operation of the Advisory Board. The members studied the sections of the Administration Act which apply to the board and made a number of recommendations to the Minister.

(4) School Year

The Advisory Board made recommendations to the Minister regarding the school year. The board is happy to note that a number of these recommendations were included in the new school year outlined by the Minister of Education.

(5) Computer Education

This topic was on the Advisory Board's agenda during the year. The board made recommendations to the Minister regarding the three areas of concern, namely: Hardware, Software and Programs. The board is of the opinion that the committee operating in the three areas will do much to promote efficient use of computers in schools.

(6) During the year the board heard a number of very interesting presentations covering a variety of topics. After considerable study, the board in keeping with its responsibilities made recommendations to the Minister.

The following is a list of the presentations received by the board during the year.

(a) RED RIVER COMMUNITY COLLEGE —

Mr. C.H. Howard
Principal
Applied Arts & Business
Red River Community College

Ms. D. Hosey
Admissions Officer
Student Services
Red River Community College

(b) STURGEON CREEK REGIONAL SECONDARY SCHOOL —

Mr. Hamilton and Mr. Loadman
Vice-Principals
Sturgeon Creek Regional Secondary School

(c) READING —

Miss Dorothy Brummitt
Department of Education

Ms. Heather Hill
The Manitoba Teachers' Society

Mrs. Mickey Kuprowski
Transcona-Springfield S.D. #12

Mrs. Norma Robson
Transcona-Springfield S.D. #12

Professor O. Trosky
University of Manitoba

Dr. R. Pippert
Brandon University

(d) IMMUNIZATION OF CHILDREN FOR SCHOOL ENTRY –

Dr. J. Eadie, Director
Communicable Disease Control
Manitoba Department of Health

Dr. M. Fast, Assistant Director
Communicable Disease Control
Manitoba Department of Health

(e) TEACHER EDUCATION INSTITUTIONS –

Dr. R. Pippert
Brandon University

Professor J. Irvine
University of Manitoba

Dr. A. Mays
University of Winnipeg

Dr. R. Legal
St. Boniface College

(f) CURRICULUM DEVELOPMENT –

Mr. Alan Janzen
Curriculum Development & Implementation Branch
Department of Education

(g) HEALTH EDUCATION PROGRAM –

Mr. E. Buller
Director
Curriculum Development & Implementation Branch

(7) The board is composed of people from the various organizations and the private sector. Membership includes citizen members, representatives of the Department of Education, Manitoba Association of School Trustees, Manitoba Association of School Superintendents, The Manitoba Teachers' Society, the senate of the three universities and the community colleges.

Membership of the board for the 1983 year –

| | January-June | September-December |
|---|---|---|
| Department of Education: | | |
| | Mr. L.A. Floyde | Mr. L.A. Floyde |
| | Mr. A Krawec, Assistant to the Deputy Minister | Mr. A. Krawec, Assistant to the Deputy Minister |
| | Mr. J. Dyck | Mr. E. Buller |
| | Mr. J.M. Taylor, Secretary | Mr. J.M. Taylor, Secretary |
| Manitoba Association of School Trustees: | | |
| | Reverend M. Buyachok | Reverend M. Buyachok |
| | Mr. D. Edwards | Mr. D. Edwards |
| | Mrs. J. Johnson | Mrs. J. Johnson |
| | Ms. F. Warner | Ms. F. Warner |
| Manitoba Teachers' Society: | | |
| | Ms. H. Hill | Ms. H. Hill |
| | Mr. R. Murison | Mr. R. Murison |
| | Mr. R. Virtue | Mr. R. Virtue |
| | Ms. D. Young | Ms. D. Young |
| Manitoba Association of School Superintendents: | | |
| | Mr. R. Williams | Mr. R. Williams |
| University of Manitoba: | | |
| | Dr. A.M. McPherson | Dr. A.M. McPherson |
| University of Winnipeg: | | |
| | Dr. H.M. Hutton | Dr. H.M. Hutton |
| University of Brandon: | | |
| | Dr. R. Pippert | Dr. R. Pippert |
| Community Colleges Division: | | |
| | Mr. C.H. Howard | Mr. C.H. Howard |
| Citizen Members: | | |
| | Mr. D.J. Alexander | Mr. D.J. Alexander |
| | Ms. S.A. Arnason | Ms. S.A. Arnason |
| | Mr. W. Dutka | Mr. W. Dutka |
| | Mr. R. Friesen | Mr. R. Friesen |
| | Mrs. L Goodspeed | Mrs. L. Goodspeed |
| | Mrs. K. Guilford | Mrs. K. Guilford |
| | Mrs. H.H. Loechner | Mrs. H.H. Loechner |
| | Mr. P. Michalyshyn | Mr. P. Michalyshyn |

(8) The Advisory Board held six meetings during the year with an average attendance of 20.

## Board of Reference

The Board of Reference is established by authority of Section 8 of The Public Schools Act and has existed since 1960 following the introduction of the school division plan in Manitoba. With several responsibilities as set out in The Act, the board provides opportunities for school boards, municipal councils and local government district administrators to seek reconsideration for changes in the composition of school divisions and school districts. In addition, requests of resident electors and councils of Indian Bands to deal with land transfers and ward trustee issues are of importance. The review procedures and policies formulated by boards of reference in the years of its operations have made for a relatively simplified process to deal with needs of individuals and organizations.

Citizens of Manitoba are appointed to the board by the Lieutenant-Governor-in-Council usually for one year terms. Reappointments

for succeeding terms are not unusual. A new board was established in 1983 consisting of five voting members. The non-voting secretary is a member of the Department of Education.

The composition of the Board of Reference during 1983 includes:

Chairperson —
Mr. George B. Schreyer of Winnipeg, Manitoba

Vice Chairperson —
Mrs. Eleanor R. Schellenberg of Winnipeg, Manitoba

Members —
Mrs. Lily Wiklund of Winnipeg, Manitoba
Mr. Russell A. Newton of Kelwood, Manitoba
Mr. Robert Walter Perry of Anola, Manitoba

Secretary —
Mr. Charles Bridle of Winnipeg, Manitoba

The Board sits periodically as matters are referred to it by the Minister of Education. In each year there may be 15 to 30 sittings depending on the number of petitions and requests received.

## The Collective Agreement Board

The Collective Agreement Board is established under Section 150 of The Public Schools Act. Under Section 167(1) of this Act, the Board has jurisdiction to decide upon a question which arises as to whether:

a) in any case, a collective agreement has been entered into and the terms thereof and the persons who are parties to, or are bound by the collective agreement or on whose behalf the collective agreement was entered into;

b) a collective agreement is by its terms in full force and effect;

c) any party to collective bargaining has failed to comply with any of the provisions of Part VIII of The Public Schools Act;

d) a group of teachers is a unit appropriate for collective bargaining;

e) an individual can be properly classified as a teacher as defined under Part VIII of The Public Schools Act.

During 1983, The Collective Agreement Board was composed of the following members:

Chairman:
Dr. R.J. Duhamel

Vice-Chairman and Secretary:
Mr. A. Krawec

Appointees of The Manitoba Teachers' Society
Mr. W.J. Pindera
Miss Dorothy Young

Appointees of The Manitoba Association School Trustees
Mr. D. Robert Rose
Mr. N.G. Harvey

The Board did not meet during the year to hear a complaint.

Conciliations: January, 1983 to December, 1983

The Minister of Education, as required under Section 114 of The Public Schools Act, appointed conciliation officers to assist 27 school boards and division/teachers' associations in reaching a collective agreement.

Arbitrations: January, 1983 to December, 1983

A total of 6 school divisions/districts and division/teachers' associations found it impossible to reach a collective agreement and requested boards of arbitrations. These boards were appointed by the Minister as required under Section 115 of The Public Schools Act. One case settlement was reached by the two parties and five awards were still outstanding as of September 30, 1983.

## Articulation Council of Secondary and Post-Secondary Education in Manitoba

The Articulation Council provides an opportunity for representatives of the various educational organizations to meet with representatives of the post-secondary institutions to discuss problems and concerns in articulation between secondary and post-secondary systems in education.

During 1983, the Council was invited to make a submission to the College Admissions Policy and Review Committee on the issues of accessibility and retention at the colleges. Council recommended flexible and increased accessibility to the Manitoba Community Colleges and the provision of support for retention while enrolled.

Council continued to receive and fulfill requests for copies of the Provincial Transfer Guide.

The Council continues to pursue its objectives of sharing information, promoting understanding and considering problems that exist between the two levels of education it represents as well as among the post-secondary institutions. Membership in the Council

includes representatives from the following organizations and institutions:

Assiniboine Community College
Brandon University
Department of Education
Keewatin Community College
Manitoba Association of Principals
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Association of Student Councils
Manitoba Teachers' Society
Red River Community College
St. Boniface College
School Counsellors Association of Manitoba
Universities Grants Commission
University of Manitoba
University of Winnipeg

# Teacher's Retirement Allowances Fund Board

7th June, 1983

The Honourable Maureen Hemphill,
Minister of Education,
Room 168, Legislative Building,
Winnipeg, Manitoba,
R3C 0V8

Dear Madam Minister:

In accordance with subsection 45(3) of The Teachers' Pensions Act, we are pleased to report on our administration of The Teachers' Retirement Allowances Fund for the year ended December 31, 1982. Appended to and forming part of this report are the following:

1. Statement of "Comparative Statistics" of significant aspects of the Fund covering the period from inception in 1925 to the end of 1982.
2. Report of the Provincial Auditor on his examination of the accounts of the Fund for the year ended December 31, 1982, as required by clause 45(3)(a) of the Act.
3. Financial Statements in respect of the year ended December 31, 1982 as follows:

   Exhibit A — Balance Sheet as at December 31, 1982.
   Exhibit B — Statement of Changes in Benefit Reserves for the year ended December 31, 1982.

   Schedule 1 — Summary of Investments as at December 31, 1982.
   Schedule 2 — Summary of Investment Income for the year ended December 31, 1982.

   Notes to the Financial Statements for the year ended December 31, 1982.

## Investments:

During 1982, invested assets increased by more than $42,000,000. This amount along with approximately $6,000,000. of funds resulting from maturing securities was invested as follows:

| | % of Total | Cost (thousand $) | Average Yield % |
|---|---|---|---|
| Bonds — Province of Manitoba | 10.4 | $ 5,000, | 15.25 |
| — Hospital Corporation | 6.2 | 3,000, | 15.25 |
| — Canadian corporations | 2.4 | 1,167, | 17.71 |
| Total Bonds | 19.0 | 9,167, | 15.56 |
| Mortgages — Insured, N.H.A. | 34.1 | 16,431, | 17.21 |
| — Uninsured | 9.2 | 4,440, | 16.89 |
| Total Mortgages | 43.3 | 20,871, | 17.14 |
| **Total Fixed Income** | 62.3 | $30,038, | 16.66 |
| Real Estate Equity | 12.0 | $ 5,764, | |
| Other Equity — Canadian Commercial Bank Shares | 8.8 | 4,280, | |
| — Mortgage Investment Corp. Shares | 1.7 | 800, | |
| — Direct Natural Resource equity | 1.7 | 800, | |
| — Venture Capital | .8 | 400, | |
| Total Other Equity | 13.0 | 6,280, | |
| **Total Equity** | 25.0 | $12,044, | |
| Total Long Term Investment | 87.3 | $42,082, | |
| Short Term Investment | 12.7 | 6,131, | |
| Total New Investment | 100.0 | $48,213, | |

As investments in real estate, mortgages, mortgage bonds, venture capital, and direct acquisition of natural resource assets require advance commitment of funds which are paid out during or on completion of construction or as required to fund venture capital or natural resource acquisitions, over $33,000,000. of unfunded commitments were in place at the end of the year, as follows:

| | Amount (thousand $) | Average Yield |
|---|---|---|
| Bonds — Canadian Corporations | $ 2,000, | 14.75% plus participation |
| Mortgages — Insured, N.H.A. | 7,596, | 14.97% |
| — Insured, Other | 721, | floating rates |
| — Uninsured | 5,020, | 14.34% |
| Total Mortgages | $13,337, | |
| Total Fixed Income | $15,337, | |
| Real Estate Equity | $11,137, | |
| Other Equity — Direct Natural Resources | 4,933, | |
| — Venture Capital | 1,300, | |
| — Mortgage Investment Corp. | 513, | |
| Total Other Equity | $ 6,746, | |
| Total Equity | $17,883, | |
| Total Commitments | $33,220, | |

Under the Act, investments are made as directed by the Investment Committee, comprised of the Chairman and a "teacher" member of the Board and the Deputy Minister of Finance for the Province. The Committee held 7 formal meetings during 1982 and the results of its decisions are portrayed in the preceding paragraphs. Although there was a net increase in the amount invested in every asset class, the percentage of total investments representing fixed income securities reduced by approximately 2% to $68.37% offset by a corresponding increase in equity investments from 16% to 18%.

In our report with respect to 1981, we advised that the rate of return on the average net assets of the Fund had been 11.90%. Subsequently, it was decided that certain changes in the methods used to record investment income in the accounts should be implemented and that the changes should be made as if they had been in effect for 1981. The principal change was to recognize the significant increase in value of real estate investments over their original cost, with one-half of such increase being added to income and the remainder being held as a provision for possible future declines in value. The effect of this policy change was an increase in the rate of return for 1981 to 14%.

In 1982 there was a modest decline in the appraised value of real estate investments that was charged to the provision referred to above. It was also decided that a general provision should be made for possible losses of capital on fixed income investments as there were indications that, as a result of difficult economic conditions, defaults were likely to occur with respect to a few bond and mortgage investments held. Therefore, .25% of the average of investments of this type held in each year, commencing in 1982, will be allocated to the provision for capital losses and any actual losses incurred will be charged to the provision. After taking into account these events, the rate of return on the average net assets of the Fund for 1982 was 11.96%.

## Pensions:

During the year there was a net increase of 110 in the number of retirement income and other monthly benefits being paid. Following is a summary of persons receiving different types of retirement income benefits at December 31, 1982:

Regular service pensions —

| | |
|---|---|
| to retired teachers | 2,732 |

| | |
|---|---|
| to dependants or estates of deceased retired teachers | 82 |
| Disability pensions — | |
| to retired disabled teachers | 133 |
| to dependents or estates of deceased retired disabled teachers | 4 |
| Death Benefits — | |
| to surviving spouses or children of deceased teachers | 53 |
| Special Annuities — | |
| to former teachers of retirement age not entitled to regular pensions | 113 |
| | 3,117 |

## Actuarial Valuation:

As required by the Act, an actuarial appraisal is made of the Fund every 3 years. In the most recent report as at January 1, 1981, the Actuary advised that the Fund's actuarial liabilities were totally offset by actuarial assets; therefore, the Fund was in a financial position to pay its share of the cost of all benefits to present members promised under the Act.

Respectfully submitted:

THE TEACHERS' RETIREMENT ALLOWANCES FUND BOARD,

Chairman — James G. Oborne
Vice-Chairman — Murray McKnight

Members nominated by —

Manitoba Teachers' Society
Ethel M. Arnott
Marilyn Thompson
Kenneth Valainis

Manitoba Association of School Trustees
Kenneth Compton
Ray Whiteway

# Teachers' Retirement Allowances Fund Board
# Comparative Statistics 1925 - 1982

| Year Ended 30th June | Net Assets | Income from Investments | | CONTRIBUTIONS | | | | Admin. Expenses | Refunds | Pensions | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Approx. Rate of Return % | Number of Teachers Contributing | Teachers | Province of Manitoba | School Districts | | | Cost | Being paid at end of period | Added during period | Deleted during period |
| | Thousand $ | Thousand $ | | | Thousand $ | Thousand $ | Thousand $ | Thousand $ | Thousand $ | Thousand $ | | | |
| 1925 to 1948 | 1,866, | 628, | 4.00 | | 1,761, | 248, | — | 33, | 279, | 464, | 109 | 192 | 83 |
| 1949 | 2,143, | 66, | 3.25 | 3,620 | 229, | 49, | 48, | 9, | 45, | 60, | 134 | 34 | 9 |
| 1950 | 2,477, | 84, | 3.25 | 3,650 | 292, | 55, | 54, | 8, | 73, | 71, | 150 | 30 | 14 |
| 1951 | 2,827, | 86, | 3.25 | 3,750 | 325, | 58, | 57, | 8, | 87, | 81, | 160 | 25 | 15 |
| 1952 | 3,261, | 100, | 3.25 | 3,800 | 362, | 88, | 87, | 11, | 105, | 88, | 178 | 28 | 10 |
| 1953 | 3,819, | 121, | 3.35 | 4,050 | 413, | 121, | 118, | 10, | 108, | 96, | 194 | 28 | 12 |
| 1954 | 4,461, | 145, | 3.55 | 4,200 | 471, | 126, | 123, | 11, | 107, | 106, | 205 | 28 | 17 |
| 1955 | 5,471, | 172, | 3.55 | 4,250 | 813, | 137, | 133, | 13, | 121, | 110, | 211 | 21 | 15 |
| 1956 | 6,335, | 207, | 3.55 | 4,400 | 656, | 140, | 136, | 12, | 141, | 121, | 230 | 33 | 14 |
| 1957 | 11,719, | 283, | 3.60 | 4,900 | 725, | 204, | 200, | 18, | 170, | 232, | 557 | 351 | 24 |
| 1958 | 12,908, | 402, | 3.75 | 5,200 | 875, | 411, | 378, | 19, | 200, | 594, | 602 | 66 | 20 |
| 1959 | 14,469, | 571, | 4.00 | 5,950 | 1,080, | 417, | 407, | 20, | 227, | 668, | 626 | 62 | 38 |
| 1960 | 16,437, | 649, | 4.25 | 7,000 | 1,313, | 474, | 442, | 29, | 199, | 682, | 648 | 45 | 23 |
| 1961 | 18,686, | 757, | 4.45 | 7,300 | 1,545, | 502, | 459, | 26, | 270, | 716, | 675 | 61 | 34 |
| 1962 | 21,043, | 875, | 4.65 | 7,300 | 1,606, | 519, | 475, | 28, | 316, | 776, | 725 | 73 | 23 |
| 1963 | 23,225, | 1,030, | 4.70 | 7,750 | 1,717, | 529, | 500, | 36, | 461, | 1,097, | 781 | 74 | 18 |
| 1964 | 25,316, | 1,144, | 4.85 | 8,700 | 2,247, | 256, | 527, | 44, | 531, | 1,509, | 895 | 148 | 34 |
| 1965 | 28,094, | 1,281, | 5.00 | 9,000 | 3,137, | 201, | 539, | 40, | 610, | 1,750, | 980 | 101 | 36 |
| 1966 | 30,387, | 1,427, | 5.00 | 9,400 | 2,962, | 536, | 287, | 39, | 803, | 2,072, | 1,032 | 102 | 30 |
| 1967 | 33,746, | 1,574, | 5.15 | 9,750 | 2,972, | 1,017, | 11, | 44, | 859, | 2,251, | 1,084 | 88 | 36 |
| 1968 | 36,839, | 1,735, | 5.35 | 10,650 | 3,655, | 1,227, | 20, | 57, | 904, | 2,594, | 1,155 | 120 | 49 |
| 1969 | 40,627, | 2,008, | 5.50 | 11,150 | 4,332, | 1,394, | 12, | 56, | 990, | 2,906, | 1,253 | 138 | 40 |
| 1970 | 44,828, | 2,320, | 5.60 | 11,650 | 4,710, | 1,578, | 13, | 64, | 1,116, | 3,261, | 1,357 | 143 | 39 |
| 6 mos. ended 31 Dec. 1970 | 46,311, | 1,369, | 6.00 | 11,750 | 1,806, | 1,280, | 5, | 31, | 649, | 2,310, | 1,458 | 124 | 23 |
| year ended 31st Dec. | | | | | | | | | | | | | |
| 1971 | 52,119, | 3,125, | 6.19 | 12,100 | 5,620, | 3,123, | 16, | 90, | 1,048, | 4,955, | 1,606 | 195 | 47 |
| 1972 | 60,249, | 3,977, | 6.40 | 12,000 | 6,281, | 3,841, | 10, | 114, | 1,244, | 5,670, | 1,737 | 182 | 51 |
| 1973 | 68,188, | 3,996, | 6.53 | 12,200 | 6,982, | 6,100, | 9, | 123, | 1,186, | 7,076, | 1,980 | 293 | 50 |
| 1974 | 77,256, | 3,078, | 4.43 | 12,300 | 7,862, | 8,755, | 8, | 136, | 1,449, | 8,957, | 2,176 | 244 | 48 |
| 1975 | 89,277, | 7,008, | 8.94 | 12,400 | 9,316, | 7,538, | 6, | 168, | 1,385, | 10,661, | 2,289 | 171 | 58 |
| 1976 | 101,988, | 8,090, | 8.91 | 12,500 | 10,656, | 8,519, | 5, | 215, | 1,471, | 12,388, | 2,416 | 175 | 48 |
| 1977 | 117,140, | 9,260, | 8.91 | 12,600 | 12,348, | 9,322, | 5, | 290, | 1,449, | 14,018, | 2,524 | 161 | 53 |
| 1978 | 137,127, | 12,007, | 9.91 | 12,716 | 14,538, | 9,985, | 11, | 261, | 1,499, | 15,489, | 2,649 | 187 | 62 |
| 1979 | 159,066, | 14,917, | 10.60 | 12,533 | 16,292, | 10,859, | 4, | 292, | 1,817, | 17,21[illegible], | 2,789 | 196 | 56 |
| 1980 | 184,458, | 17,181, | 10.53 | 12,471 | 18,065, | 11,848, | 5, | 358, | 2,174, | 19,050, | 2,935 | 218 | 72 |
| 1981 | 222,755, | 22,877, | 14.02 | 12,805 | 25,985, | 12,617, | — | 404, | 2,191, | 20,867, | 3,007 | 143 | 71 |
| 1982 | 272,360, | 27,966, | 11.96 | 12,907 | 26,293, | 13,912, | — | 493, | 2,210, | 23,054, | 3,117 | 194 | 84 |

# The Teachers' Retirement Allowances Fund

## Report of the Provincial Auditor's Office

We have examined the financial statements, being Exhibits A and B and Schedules 1 and 2, of The Teachers' Retirement Allowances Fund for the fiscal year ended December 31, 1982. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Fund as at December 31, 1982 and the results of its operations for the year then ended in accordance with the accounting policies stated in note 1 to the financial statements applied, except for the fixed income measurement policy as explained in note 1 Bi, and after giving retroactive effect to the change in the real estate investment income measurement policy as explained in note 1 Biii to the financial statements, on a basis consistent with that of the preceding year.

W.K. Ziprick, C.A.,
Provincial Auditor.

April 29, 1983,
Winnipeg, Manitoba.

# The Teachers' Retirement Allowances Fund

Exhibit A

## Balance Sheet

as at December 31, 1982 (with 1981 figures for comparison)

### Assets

| | 1982 | 1981 |
|---|---|---|
| Investments, Schedule 1 | $264,917,163 | $222,547,959 |
| Unamortized net adjustment to book value of securities sold before maturity | 183,374 | 226,833 |
| Accrued interest on investments | 4,099,256 | 3,355,013 |
| Investment income receivable | 356,412 | 257,012 |
| Balance of teacher and school division contributions owing by school divisions | 2,217,549 | 2,398,129 |
| Cash on hand and in bank | 832,994 | 1,500,119 |
| | $272,606,748 | $230,285,065 |

### Liabilities

| | | |
|---|---|---|
| Cheques issued and outstanding | $ 246,911 | $ 312,465 |
| Balance of Province of Manitoba Account | (34,084) | 31,635 |
| Benefit Reserves, Exhibit B: | | |
| Reserves for teachers' share of benefits: | | |
| Basic | 250,907,449 | 212,437,015 |
| Pension indexing adjustments | 20,414,385 | 16,611,545 |
| Reserves for employers' share of benefits: | | |
| Manitoba Teachers' Society | 757,471 | 629,535 |
| Manitoba Association of School Trustees | 59,220 | 46,378 |
| | 272,138,525 | 229,724,473 |
| Reserve for Fund's share of employees' pension benefits (Note 1E) | 255,396 | 216,492 |
| | $272,606,748 | $230,285,065 |

# The Teachers' Retirement Allowances Fund

Exhibit B

**Statement of Changes in Benefit Reserves for the year ended December 31, 1982 (with 1981 figures for comparison)**

| | 1982 | | | | | 1981 |
|---|---|---|---|---|---|---|
| | Reserve for Teachers' Share of Benefits | | Reserve for Employers' Share of Benefits | | | |
| | Basic | Pension Indexing Adjustments | Manitoba Teachers' Society | Manitoba Association of School Trustees | Total | Total |
| **Additions:** | | | | | | |
| **Contributions:** | | | | | | |
| Teachers | $ 22,337,805 | $ 3,955,661 | $ — | $ — | $ 26,293,466 | $ 25,965,486 |
| Province of Manitoba: | | | | | | |
| Share of benefits charged | 12,156,965 | — | — | — | 12,156,965 | 10,855,547 |
| Re: Actuarial liability created by 1970 and 1973 amendments | 1,613,300 | — | — | — | 1,613,300 | 1,613,300 |
| Prior rural service of certain retired Winnipeg teachers | 141,810 | — | — | — | 141,810 | 143,735 |
| Manitoba Teachers' Society | — | — | 69,960 | — | 69,960 | 61,036 |
| Manitoba Association of School Trustees | — | — | — | 6,564 | 6,564 | 5,289 |
| Others — Transfers under reciprocal agreements | 616,180 | — | — | — | 616,180 | 449,596 |
| Total contributions | 36,866,060 | 3,955,661 | 69,960 | 6,564 | 40,896,245 | 39,113,989 |
| Investment Income, Schedule 2 (Note 1) | 25,684,121 | 2,196,948 | 78,171 | 6,278 | 27,965,518 | 26,700,272 |
| Total additions | 62,550,181 | 6,152,609 | 148,131 | 12,842 | 68,863,763 | 65,814,261 |
| **Deductions:** | | | | | | |
| Pensions paid | 20,683,559 | 2,349,769 | 20,195 | — | 23,053,523 | 20,867,168 |
| Contributions refunded | 2,210,054 | — | — | — | 2,210,054 | 2,191,325 |
| Transfers under reciprocal agreements | 693,326 | — | — | — | 693,326 | 316,266 |
| Administrative expenses | 492,808 | — | — | — | 492,808 | 383,851 |
| Transfer to reserve for Fund's share of employees' pension benefits to cover past service liability | — | — | — | — | — | 186,400 |
| Total deductions | 24,079,247 | 2,349,769 | 20,195 | — | 26,449,711 | 23,945,010 |
| Net increase for year | 38,470,434 | 3,802,840 | 127,936 | 12,842 | 42,414,052 | 41,869,251 |
| Balance at beginning of year | 212,437,015 | 16,611,545 | 629,535 | 46,378 | 229,724,473 | 187,855,222 |
| Balance at end of year, Exhibit A | $250,907,449 | $20,414,385 | $757,471 | $59,220 | $272,138,525 | $229,724,473 |

# The Teachers' Retirement Allowances Fund

Schedule 1

## Summary of Investments

as at December 31, 1982

| | Par Value | Book Value |
|---|---|---|
| **Fixed income investments:** | | |
| Bonds and debentures issued by, or guaranteed by, the following: | | |
| Canada | $ 15,424,000 | $ 15,137,404 |
| Province of Alberta | 165,000 | 164,581 |
| Province of British Columbia | 371,000 | 368,308 |
| Province of Manitoba | 25,888,000 | 25,857,737 |
| Province of New Brunswick | 965,000 | 960,627 |
| Province of Newfoundland | 1,150,000 | 1,142,960 |
| Province of Nova Scotia | 385,000 | 382,635 |
| Province of Ontario | 1,625,000 | 1,619,640 |
| Province of Prince Edward Island | 790,000 | 781,485 |
| Province of Quebec | 1,235,000 | 1,229,411 |
| Province of Saskatchewan | 350,000 | 347,935 |
| Hospital districts | 4,654,000 | 4,615,924 |
| Municipal corporations | 10,561,746 | 10,508,043 |
| School districts and divisions | 306,000 | 303,756 |
| Corporations | 39,714,294 | 38,221,121 |
| | $103,584,040 | $101,641,567 |
| **Mortgages:** | | |
| Insured: | | |
| National Housing Act (Canada) | 54,484,009 | 53,585,502 |
| Other | 12,137,763 | 11,905,442 |
| Uninsured | 12,324,333 | 12,277,782 |
| | $ 78,946,105 | |
| **Short Term Notes** | $ 36,100,000 | 36,100,000 |
| **Units of Fixed Income Fund** | | 2,000,000 |
| Total fixed income investments at amortized cost | | 217,510,293 |
| Less: Provision for losses | | 268,810 |
| Net fixed income investments | | 217,241,483 |
| **Equity investments:** | | |
| Mortgage investment corporation shares | | 2,099,496 |
| Canadian Commercial Bank shares | | 4,280,000 |
| Direct natural resources, shares | | 800,100 |
| Venture Capital, limited partnership | | 400,000 |
| Total equity investments, at cost | | 7,579,596 |
| **Real estate equity investments:** | | |
| Common shares | | 22,900,723 |
| Participating bonds | | 22,646,685 |
| Qualifying shares | | 13,676 |
| Total real estate equity investments, at appraised values | | 45,561,084 |
| Less: Provision for decline in appraised values | | 5,465,000 |
| Net real estate equity investments | | 40,096,084 |
| **Total investments, Exhibit A** | | $264,917,163 |

# The Teachers' Retirement Allowances Fund

Schedule 2

## Summary of Investment Income

for the year ended December 31, 1982 (with 1981 figures for comparison)

| | 1982 | 1981 |
|---|---|---|
| **Fixed income investments:** | | |
| Interest | $24,509,130 | $19,917,216 |
| Amortization of discounts and premiums | 246,424 | 19,692 |
| | 24,755,554 | 19,936,908 |
| Less: Provision for capital losses on fixed income investments | 413,310 | — |
| | 24,342,244 | 19,936,908 |
| **Equity investments:** | | |
| Dividends | 236,976 | 119,886 |
| **Real estate equity investments:** | | |
| Interest and dividends | 3,150,621 | 2,560,291 |
| Adjustments due to change in book value of investments | 261,656 | 259,691 |
| One-half of increase in appraised value | — | 3,844,000 |
| | 3,412,277 | 6,663,982 |
| Total investment income | 27,991,497 | 26,720,776 |
| Less: Allocated to Reserve for Fund's share of employees' pension benefits | 25,979 | 20,504 |
| Net investment income, Exhibit B | $27,965,518 | $26,700,272 |

# The Teachers' Retirement Allowances Fund

## Notes to the Financial Statements

**for the year ended December 31, 1982**

**1. Significant Accounting Policies:**

**The significant accounting policies are summarized below:**

**A) The Fund follows the accrual basis of accounting in all cases where the amount of the accrual is material, specifically teacher contributions and fixed investment income.**

**B) The investment income measurement policies consist of:**

**i) Fixed income investments:**

**Income on fixed income investments includes the net effect of amortization of discounts and premiums on securities held as well as amortization of book losses on bonds sold before maturity in order to acquire other securities for an increase in net yield.**

**Commencing in 1982, one quarter of 1% of the weighted average monthly book value during the year of fixed income investments, excluding short-term notes, is allocated to a provision for capital losses and any actual losses realized are charged against the provision. The effect of this change in policy is a reduction in reported investment income for 1982 of $413,310.**

**ii) Equity investments:**

**Each year the recorded value of equity investments, where a quoted market value is available, is adjusted to reflect the change in their market value. One-half of any unrealized appreciation is taken into income in the year and the balance is credited to the provision for market declines. In any year that the market value decreases, the whole of the decrease is charged to the provision. When an investment is sold the balance in the provision pertaining to the investment sold is transferred to income. At the end of 1982, no quoted market values were available in respect of equity investments held.**

**iii) Real estate equity investments:**

**The same income measurement policy that applies to the Fund's other equity investments has been adopted for real estate equity investments retroactive to the beginning of 1981. The Board has recognized appraised values of the underlying properties on real estate investments for purposes of this policy. Appraisals are done by management and test verified by independent appraisers at September 30 in each year. The Fund's share of the appraisal surplus on that date is reflected in the accounts. Transactions recorded as a result of this policy were as follows:**

| | | Added to | |
|---|---|---|---|
| | **Appraisal Surplus** | **Investment Income** | **Provision for Market Declines** |
| **As at December 31, 1980** | **$ 6,749,000** | **$3,374,000** | **$ 3,375,000** |
| **Year ended December 31, 1981** | **7,688,000** | **3,844,000** | **3,844,000** |
| **Year ended December 31, 1982** | **(1,754,000)** | **—** | **(1,754,000)** |
| **Balances, December 31, 1982** | **12,683,000** | | **$ 5,465,000** |
| **Real estate investments, cost** | **32,878,084** | | |
| **Real estate investments, appraised value** | **$45,561,064** | | |

**C) Pension Indexing Adjustment Reserve:**

**An allocation of teachers' contributions is made in accordance with the Act to the reserve. Interest is allocated to the reserve on the basis of the average rate earned by the Fund on total new fixed income investments made since establishment of the reserve.**

Cost of living pension adjustment payments are calculated effective July 1 in each year and are based on the lesser of the increase in the Canadian Consumer Price Index for the preceding calendar year, or the amount, determined by an actuarial review, that could be paid without resulting in an unfunded liability in the reserve.

D) The financial statements do not reflect the financial position of the Fund on an actuarial valuation basis. In accordance with the Act, an actuarial valuation and report is required every 3 years. In his most recent actuarial report on The Teachers' Retirement Allowances Fund as at January st, 1981, the Actuary stated that the financial position of the Fund had improved during the period covered by his review. As a result of the limited utilization of the Province of Manitoba rate guarantee the Fund was in a sound financial position as of the valuation date.

E) Reserve for Fund's share of employees' pension benefits:

The Fund is liable for payment of one-half of the pensions paid to its retired employees. Based on an actuarial report as at December 31, 1980, a portion of the Fund was allocated to provide for the Fund's accrued actuarial liability in this regard. The report provided a method of allocating further funds to the Reserve each year to recognize the annual increases in this liability. Transactions affecting the Reserve in 1982 and 1981 were as follows:

| | 1982 | 1981 |
|---|---|---|
| Balance, beginning of year | $216,492 | $186,400 |
| Interest allocated from investment income | 25,979 | 20,504 |
| Required employer contribution charged to Administrative expenses | 15,388 | 11,859 |
| | 257,859 | 218,763 |
| Less: Fund's share of pension payments | 2,463 | 2,271 |
| Balance, end of year | $255,396 | $216,492 |

2. Guarantee by the Province:

Under the Act, the Province of Manitoba guarantees that a certain rate of return which varies based on actuarial assumptions, will be earned on the assets of the Fund. Any deficiency in annual earnings is made up by the Province; however, no payments have been required since 1975.

3. Comparative Figures:

Certain of the 1981 figures have been restated to conform to the 1982 financial statement presentation.

# Appendix

TABLE 1

# School Divisions and Districts Offering Evening School Courses Fall/82-Spring/83

| No. | School Division/District | Academic, Vocation & Practical Arts | | E.S.L. | |
|---|---|---|---|---|---|
| | | Fall/82 | Spring/83 | Fall/82 | Spring/83 |
| 1 | Winnipeg | 437[illegible] | 6246 | 9871 | 15,772 |
| 2 | St. [illegible]iboia | [illegible] | 781 | | |
| 4 | St. [illegible] | [illegible]75 | 128 | | |
| 5 | Fort [illegible] | | 49 | 75 | 60 |
| 6 | St. Vital | [illegible] | 343 | | |
| 9 | River East | [illegible]232 | 915 | 113 | 178 |
| 10 | Seven Oaks | 960 | 1445 | 16 | 11 |
| 11 | Lord Selkirk | 805 | 1244 | 17 | |
| 12 | Transcona-Springfield | 1298 | 3402 | | |
| 13 | Agassiz | 51 | 23 | | |
| 14 | Seine River | | 39 | | |
| 15 | Hanover | 396 | 434 | 73 | 55 |
| 16 | Boundary | 38 | 7 | 7 | 7 |
| 17 | Red River | 74 | 57 | | |
| 18 | Rhineland | 54 | 56 | 22 | 56 |
| 19 | Morris Macdonald | 62 | 84 | | 8 |
| 21 | Interlake | 277 | 508 | | |
| 22 | Evergreen | 83 | 258 | | |
| 23 | Lakeshore | 67 | 218 | | 40 |
| 24 | Portage la Prairie | 230 | 236 | | |
| 25 | Midland | 21 | | | 13 |
| 26 | Garden Valley | 79 | 119 | | 49 |
| 27 | Pembina Valley | 21 | 25 | | |
| 28 | Mountain | 87 | 240 | | |
| 29 | Tiger Hills | 319 | 513 | | 2 |
| 30 | Pine Creek | 21 | 20 | | |
| 32 | Turtle River | 21 | 107 | | |
| 33 | Dauphin-Ochre Area | 15 | | | |
| 34 | Duck Mountain | | 68 | | |
| 35 | Swan Valley | 59 | 127 | | |
| 36 | Intermountain | | | 8 | 8 |
| 41 | Fort la Bosse | 124 | 213 | | |
| 42 | Souris Valley | 60 | 18 | | |
| 46 | Flin Flon | | | | 8 |
| 47 | Western | 66 | 96 | | |
| 48 | Frontier | | 16 | 83 | |
| 2408 | Whiteshell | | 77 | | 7 |
| 2439 | Sprague | | 23 | | |
| 2312 | Lynn Lake | 49 | | | |
| | Total Enrollment | 14,583 | 18,135 | 10,285 | 16,274 |

TABLE 2

# Vocational Industrial and Vocational Occupation Enrollment 1982-83

| | |
|---|---|
| Agriculture | 17 |
| Air Conditioning and Refrigeration | 31 |
| Auto Body Repair | 253 |
| Building Construction: | |
| Carpentry | 557 |
| Piping Trades | 29 |
| Commercial Food Services | 453 |
| Commercial Baking | 32 |
| Cosmetology | 471 |
| Custodial Services | 30 |
| Dental Assisting | 26 |
| Dental Technology | 23 |
| Electricity/Electronics | 537 |
| Family & Community Services | 170 |
| Fashion Technology | 30 |
| General Metals: | |
| Machine Shop | 233 |
| Sheet Metal | 68 |
| Welding | 343 |
| Industrial Design: | 77 |
| Commercial Art | 353 |
| Drafting | 206 |
| Graphic Arts | 255 |
| Photography | 158 |
| Institutional Services | 36 |
| Jewellery Arts | 22 |
| Landscaping | 29 |
| Laundry and Drycleaning | 30 |
| Mineral Science | 25 |
| Performing Arts | 83 |
| Plastics | 31 |
| Power Mechanics | 1303 |
| Metals & Aerospace | 36 |
| Resource & Environmental Management | 5 |
| Painting and Decorating | 56 |
| Total | 6,008 |

TABLE 3

# Correspondence School Statistics 1982-83

| | | (over last year) |
|---|---|---|
| Number of Student Registrations | 8,390 | 5% increase |
| Number of Subject Registrations | 10,841 | 7% increase |
| School Students | 5,496 | 4% increase |
| Home Study Students | 2,894 | 6% increase |

(Statistics for resident/non-resident, male/female, and grade by grade registration are not available this year.)

TABLE 4

# Enrolment in Correspondence Courses Grades IX - XII, By Subject for the School Year 1982-83

| | Grade 9 | Level I | Level II | Level III |
|---|---|---|---|---|
| English | 105 | | | |
| Social Studies | 68 | | | |
| Mathematics | 136 | | | |
| Science | 60 | | | |
| Art | 30 | | | |
| Home Economics | 9 | | | |
| Exploration of Business | 35 | | | |
| Latin | 32 | | | |
| Ukrainian | 34 | | | |
| French | 104 | | | |
| German | 40 | | | |
| English 100 | | 84 | | |
| English 101 | | 149 | | |
| American History 100 | | 204 | | |
| Mathematics 100 | | 158 | | |
| Mathematics 101 | | 264 | | |
| Geography 100 | | 89 | | |
| Geography 101 | | 146 | | |
| Science 100 | | 65 | | |
| Science 101 | | 135 | | |
| General Business 101 | | 383 | | |
| Typewriting 102 | | 210 | | |
| Dactylographie 102 | | 5 | | |
| Home Economics 101 | | 112 | | |
| Power Mechanics 101 | | 410 | | |
| Drafting 101 | | 88 | | |
| Agriculture 105 | | 797 | | |
| Art 101 | | 137 | | |
| Latin 100 | | 5 | | |
| Ukrainian 100 | | 10 | | |
| German 100 | | 56 | | |
| French 100 | | 101 | | |
| Français 101 | | 23 | | |
| Business Mathematics 102 | | 12 | | |
| Spanish 100 | | 22 | | |
| Retailing 102 | | 1 | | |
| English 200 | | | 122 | |
| English 201 | | | 117 | |
| Canadian History 200 | | | 125 | |
| Mathematics 200 | | | 140 | |
| Mathematics 201 | | | 192 | |
| Biology 200 — THE CELL | | | 50 | |
| Biology 201 | | | 62 | |
| Physical Science 201 | | | 67 | |
| Physics 200 | | | 165 | |
| Chemistry 200 | | | 109 | |
| Geography 200 | | | 48 | |
| Business Principles 201 | | | 230 | |
| Accounting 202 | | | 499 | |
| Shorthand and Transcription 202 | | | 56 | |
| Typewriting 202 | | | 112 | |
| Dactylographie 202 | | | 4 | |
| Latin 200 | | | 0 | |
| Ukrainian 200 | | | 6 | |

| | Grade 9 | Level I | Level II | Level III |
|---|---|---|---|---|
| German 200 | | | 23 | |
| French 200 | | | 70 | |
| Français 201 | | | 15 | |
| Histoire du Canada 200 | | | 14 | |
| History 201 | | | 265 | |
| English 300 | | | | 133 |
| English 301 | | | | 169 |
| History 300 | | | | 156 |
| History 301 | | | | 51 |
| Mathematics 300 | | | | 392 |
| Mathematics 301 | | | | 152 |
| Topics in Mathematics 305 | | | | 113 |
| Statistics and Probability 305 | | | | 127 |
| Geography 300 | | | | 150 |
| Biology 300 — Genetics and Evolution | | | | 84 |
| — Anatomy and Physiology | | | | 105 |
| — Biochemistry | | | | 36 |
| Biology 301 | | | | 51 |
| Physical Science | | | | 55 |
| Physics 300 | | | | 193 |
| Chemistry 300 | | | | 146 |
| Anthropology 305 | | | | 76 |
| Accounting 302 | | | | 141 |
| Canadian Law 302 | | | | 175 |
| Economics 301 | | | | 103 |
| Latin 300 | | | | 1 |
| French 300 | | | | 61 |
| Ukrainian 300 | | | | 5 |
| Français 301 | | | | 7 |
| German 300 | | | | 21 |
| Typewriting 302 | | | | 43 |

## Enrolment in Correspondence Courses Grades I - VIII, by Subject for the School Year 1982-83

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|
| Language Arts | 7 | 5 | 5 | 3 | 5 | 5 | 17 | 14 |
| Mathematics | 7 | 5 | 5 | 4 | 4 | 6 | 21 | 14 |
| Social Studies | 4 | 4 | 5 | 10 | 4 | 5 | 11 | 12 |
| Science | 4 | 4 | 5 | 4 | 4 | 6 | 13 | 10 |
| Art | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 6 |
| German | | | | | | | 68 | 10 |
| French | | | | | | | 97 | 10 |

TABLE 5

# Statistics for Teacher Certification

**Summary of Certificates issued January 1, 1983 - December 31, 1983**

| | |
|---|---|
| Certificates issued to students successfully completing a teacher education program at the University of Manitoba in 1982 | 255 |
| Certificates issued to students successfully completing a teacher education program at the University of Winnipeg in 1982 | 118 |
| Certificates issued to students successfully completing a teacher education program at the Institut pedagogique, St. Boniface in 1982 | 52 |
| Certificates issued to students successfully completing a teacher education program at Brandon University in 1982 | 146 |
| Regular students 104 P.E.N.T. 6 Project 6 | |
| Certificates issued to students successfully completing a teacher education program at Red River Community College in 1982 | 44 |
| Vocational Industrial 23 | |
| Industrial Arts 11 | |
| Business Education 10 | |
| Professional Certificates | 739 |
| Principal's — Valid in any School | 31 |
| Principal's — Valid in Elementary or Junior High | 2 |
| Special Certificates in Physical Education (2), Music (5), English (2) | 20 |
| First Class Certificates — P1A2 | 14 |
| First Class Certificates — P1A3 | 35 |
| First Class Certificates — P1A4 | 5 |
| Special Vocational Industrial Certificates | 34 |
| Special Industrial Arts Certificates | 8 |
| Special Business Education Certificates | 14 |
| Certificates issued to teachers transferring their credentials from centers outside of Manitoba | 256 |
| Certificates re-issued to teachers who have received additional degrees or have lost their certificates | 202 |
| Certificates issued to teachers who have changed their names | 252 |
| Certificates that have been extended | 218 |
| School Clinicians | |
| Psychologists 7 Reading 0 | |
| Speech & Hearing 4 Social Workers 2 | 13 |
| Special Education Diplomas | 154 |
| TOTAL: | 2,612 |
| Letters of Standing issued to teachers who have had their credentials assessed for certification purposes but, in turn, did not obtain a teaching position and were not issued a teaching certificate | 141 |

**Statistics Relating to the Activities of the Teacher Certification Office**

| | |
|---|---|
| Statements of Professional Standing for teachers leaving Manitoba | 320 |
| Statements of Normal School Training | 109 |
| Statement of Teaching Experience | 20 |
| Miscellaneous Statements (Summer School, Special Education) | 2 |
| Changes in classification resulting from university studies | 945 |
| Verification of classification to employers | 2,520 |

**Teacher Placement**

**Permits and Letters of Authority in the year indicated.**

| Permits | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|
| Elementary | 6 | 7 | 8 |
| Secondary | 10 | 10 | 7 |
| Substitute teachers | 44 | 40 | 65 |
| Teachers in Private Schools under Shared Services Agreement | 9 | 10 | 11 |
| **Letters of Authority** | | | |
| Qualified teachers above entitlement | 5 | 2 | 3 |
| School Psychologists | 2 | — | 1 |
| Teachers in Private Schools under Shared Services Agreement | 8 | 1 | 3 |
| Teachers who have completed half the requirements for certification | 13 | 17 | 12 |

TABLE 6

# Statistics for Student Academic Records

**Academic Transcripts Issued**

1983

| JAN. | FEB. | MAR. | APR. | MAY | JUNE | JULY | AUG. | SEPT. | OCT. | NOV. | DEC. | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 69 | 67 | 72 | 57 | 52 | 74 | 99 | 127 | 70 | 60 | 54 | 49 | 850 |

**General Education Development Transcripts Issued**

1983

| JAN. | FEB. | MAR. | APR. | MAY | JUNE | JULY | AUG. | SEPT. | OCT. | NOV. | DEC. | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 | 23 | 21 | 12 | 16 | 10 | 12 | 14 | 11 | 8 | 13 | 14 | 171 |

**Academic Appraisals Completed for Employment**

1983

| JAN. | FEB. | MAR. | APR. | MAY | JUNE | JULY | AUG. | SEPT. | OCT. | NOV. | DEC. | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 8 | 7 | 8 | 12 | 10 | 11 | 13 | 10 | 14 | 6 | 10 | 115 |

**Academic Appraisals Requested by Educational Authorities, Business/Industry, Parents and CEIC**

1983

| JAN. | FEB. | MAR. | APR. | MAY | JUNE | JULY | AUG. | SEPT. | OCT. | NOV. | DEC. | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 | 4 | 14 | 10 | 10 | 4 | 6 | 15 | 21 | 9 | 5 | 3 | 118 |

**Student Records — School Access/Inquiries**

1983

| JAN. | FEB. | MAR. | APR. | MAY | JUNE | JULY | AUG. | SEPT. | OCT. | NOV. | DEC. | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 5 | 7 | 9 | 8 | 8 | 4 | 0 | 12 | 2 | 2 | 1 | 72 |

**Origin of Academic Appraisals Requested For Employment**

CANADIAN PROVINCES:

| | | | |
|---|---|---|---|
| British Columbia | 4 | Ontario | 3 |
| New Brunswick | 1 | Quebec | 2 |
| Newfoundland | 1 | Yukon | 1 |
| Nova Scotia | 2 | | |
| | | Canadian Subtotal: | 14 |

OTHERS:

| | | | |
|---|---|---|---|
| Argentina | 1 | Ireland | 1 |
| Barbados | 1 | Korea | 1 |
| Chile | 2 | Malaysia | 1 |
| China | 1 | Mexico | 1 |
| Czechoslovakia | 1 | Philippines | 25 |
| Egypt | 1 | Poland | 17 |
| England | 10 | Portugal | 1 |
| General Educational Development | 2 | Red River Community College | 2 |
| Guyana | 3 | Turkey | 1 |
| Hungary | 1 | U.S.S.R. | 2 |
| India | 18 | Vietnam | 2 |
| Indonesia | 1 | West Indies | 2 |
| Iran | 1 | Yugoslavia | 2 |
| | | Other Subtotal: | 101 |
| | | TOTAL: | 115 |

**Academic Appraisals Requested by Educational Authorities, Business/Industry, Parents and CEIC**

**CANADIAN PROVINCES:**

| | | | |
|---|---|---|---|
| Alberta | 11 | Nova Scotia | 2 |
| British Columbia | 2 | Ontario | 24 |
| Newfoundland | 1 | Québec | 6 |
| New Brunswick | 3 | Saskatchewan | 16 |
| | | Canadian Subtotal: | 65 |

**OTHERS:**

| | | | |
|---|---|---|---|
| Africa | 1 | Nepal | 1 |
| Assiniboine Community College | 2 | Nigeria | 1 |
| Australia | 3 | Paraguay | 1 |
| Brazil | 1 | Philippines | 8 |
| Costa Rica | 1 | Russia | 1 |
| Czechoslovakia | 1 | Scotland | 2 |
| England | 3 | U.S.A. | 2 |
| France | 1 | U.S.S.R. | 2 |
| Germany | 2 | Venezuela | 1 |
| Guyana | 3 | Vietnam | 2 |
| Hong Kong | 4 | West Indies | 1 |
| India | 1 | | |
| Indonesia | 1 | | |
| Iran | 2 | | |
| Israel | 1 | | |
| Italy | 1 | | |
| Jamaica | 1 | | |
| Malaysia | 2 | Other Subtotal: | 53 |
| | | TOTAL: | 118 |

TABLE 7

# General Educational Development Tests

**Permanent records, statements of standing and certificates of high school equivalency were prepared as indicated below:**

| | March 1983 | June 1983 | Sept. 1983 | Dec. 1983 | Special Sittings | Total 1983 |
|---|---|---|---|---|---|---|
| Number Written | 386 | 409 | 258 | 461 | 24 | 1538 |
| Equivalency Certificate Achieved | | | | | | |
| Grade 12 | 273 | 253 | 155 | 340 | 16 | 1037 |
| Grade 11 | 26 | 32 | 15 | 29 | 0 | 102 |
| Grade 10 | 12 | 25 | 11 | 11 | 2 | 61 |
| Totals | 311 | 310 | 181 | 380 | 18 | 1200 |
| No Equivalency Achieved | | | | | | |
| Scores below minimum required | 36 | 34 | 27 | 33 | 4 | 134 |
| Did not write complete battery | 5 | 6 | 10 | 9 | 0 | 30 |
| Total | 41 | 40 | 37 | 42 | 4 | 164 |
| Rewrites | | | | | | |
| Certificates Achieved | | | | | | |
| Grade 12 | 16 | 29 | 21 | 22 | 1 | 89 |
| Grade 11 | 6 | 5 | 4 | 6 | 0 | 21 |
| Grade 10 | 4 | 5 | 3 | 2 | 0 | 14 |
| Total | 26 | 39 | 28 | 30 | 1 | 124 |
| No Change in Equivalency | 8 | 20 | 12 | 9 | 1 | 50 |
| Total Rewrites | 34 | 59 | 40 | 39 | 2 | 174 |

TABLE 8

# Academic Awards and Medal Distributed

**Governor-General's Bronze Medal — 1982**

In 1982, fifty-four Governor-General's Bronze Medals were awarded to students in Manitoba. The awards were distributed to the following students enrolled in the school listed:

| Name | School |
|---|---|
| Atkinson, Robert George | Westwood Collegiate |
| Basiuk, Grant Gordon | Hartney Collegiate |
| Bjarnason, Halldor Kenneth | Daniel McIntyre Collegiate |
| Boychuk, Elizabeth | Sisler High School |
| Buhler, Darlene Roseann | Winnipegosis Collegiate |
| Buizer, Angela Annette | Lord Selkirk Regional Secondary School |
| Buizer, Caroline Joyce | Lord Selkirk Regional Secondary School |
| Burega, Charles | Miles Macdonell Collegiate |
| Buskens, Richard | West Kildonan Collegiate |
| Caron, David | Whitemouth School |
| Cleaver, Loreen | Kildonan East Regional Secondary School |
| Craig, Jane | Hapnot Collegiate |
| Crerar, William | Major Pratt School |
| Delaurier, Colette | Ste. Rose Collegiate |
| Dewey, Lucia Maria | Carman Collegiate |
| Dodds, Laurie Elizabeth | Gilbert Plains Collegiate |
| Gnazdowsky, Kenneth | Ethelbert School |
| Graves, Darren Frank | Grandview School |
| Hamm, Rod | John Taylor Collegiate |
| Hein, Dale Ronald | J.H. Bruns Collegiate |
| Heshka, Jonathan Wayne | Sturgeon Creek Regional Secondary School |
| Hill, JoAnn | William Morton Collegiate |
| Hykawy, Jonathon | River East Collegiate |
| Ivy, Cheryl Ann | Silver Heights Collegiate |
| Kinakin, Ruth Louise | Swan Valley Regional Secondary School |
| Kolsun, Wendell John | Garden City Collegiate |
| Kostyniuk, Timothy | Vincent Massey Collegiate |
| Lysack, Margaret Anne | Dauphin Regional Comprehensive Secondary School |
| Manaigre, Michele Marie | Louis Riel Collegiate |
| Markevich, Leslie | St. John's High School |
| McIntyre, Lori Lee | Glenlawn Collegiate |
| McKenzie, Kimberly Dawn | Wawanesa School |
| Mondor, Elaine | Crocus Plains Regional Secondary School |
| Moore, Sean Patrick | Charleswood Collegiate |
| Moquin, Daniel Henri | Churchill High School |
| Omichinski, Leonard Michael | Portage Collegiate |
| Parsonage, Anne Katherine | Kelvin High School |
| Rogers, Dennis Wayne | Neepawa Area Collegiate |
| Rust, Lenton John | Vincent Massey High School |
| Sanderson, Kathleen Heather | Souris School |
| Schioler, Linda | St. James Collegiate |
| Siatecki, Deanna | Maples Collegiate |
| Solmundson, Curtis Mark | Gimli Composite High School |
| Sunley, Michael | Elmwood High School |
| Suss, Roger | Steinbach Regional Secondary School |
| Stewart, Jill Louise | Neelin High School |
| Tapley, Lawrence | Grant Park High School |
| Tolton, Leah Marie | Virden Collegiate |
| Tough, Kenneth | Windsor Park Collegiate |
| Turko, Jack | McCreary School |

| | |
|---|---|
| Van Santen, Maureen | Winnipeg Technical Vocational High School |
| Veitch, Jennifer | Gordon Bell High School |
| Wells, Allan | Murdoch MacKay Collegiate |
| Wotherspoon, Scott Clayton | Nelson McIntyre Collegiate |
| Wrightson, Katherine Louise | Kelwood School |

**Manitoba Government Book Awards — 1982**

| Name | University | Course |
|---|---|---|
| James, Marcia Diane | Brandon University | Education 1 |
| Arthur, Valerie Lynn | Brandon University | Bachelor of Education |
| Le Dorze, Philippe | College de St-Boniface | Certificate in Education (Elementary) |
| Legrand, Yannick | College de St-Boniface | Certificate in Education (Secondary) |
| Tetlock, Katharine Dawn | University of Manitoba | Certificate in Education (Secondary) |
| Leslie, Lorilee Arlene | University of Manitoba | Certificate in Education (Elementary) |

TABLE 9

# Student Enrollment by Grades

| Year | Special Education | N | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1969 | 6,960 | 515 | 14,604 | 21,613 | 20,484 | 20,522 | 19,958 | 19,826 | 18,789 | 19,112 | 18,033 | 18,641 | 17,587 | 15,587 | 13,349 | 245,560 |
| 1970 | 3,598 | 628 | 15,019 | 20,921 | 20,689 | 20,124 | 20,203 | 19,665 | | 19,447 | 19,205 | 18,792 | 18,460 | 16,361 | 14,483 | 247,504 |
| 1971 | 3,485 | 709 | 14,912 | 19,574 | 20,023 | 19,818 | 19,736 | 19,984 | 19,603 | 20,260 | 18,921 | 19,148 | 18,084 | 16,483 | 14,827 | 245,567 |
| 1972 | 3,219 | 692 | 14,180 | 18,295 | 18,590 | 19,269 | 19,455 | 19,405 | 19,863 | 20,154 | 19,341 | 18,585 | 18,226 | 16,024 | 14,410 | 239,706 |
| 1973 | 2,960 | 777 | 14,664 | 17,044 | 17,325 | 18,261 | 18,959 | 19,318 | 19,121 | 20,386 | 19,451 | 18,884 | 17,391 | 16,143 | 13,865 | 234,569 |
| 1974 | 2,855 | 960 | 15,003 | 17,304 | 16,361 | 16,842 | 18,079 | 18,789 | 19,124 | 19,903 | 19,569 | 18,738 | 17,499 | 15,666 | 13,655 | 230,347 |
| 1975 | 2,847 | 1,043 | 15,651 | 17,691 | 16,291 | 15,909 | 16,602 | 17,997 | 18,688 | 19,842 | 19,287 | 18,929 | 18,016 | 15,955 | 13,629 | 228,377 |
| 1976 | 3,220 | 1,360 | 15,508 | 17,815 | 16,699 | 15,905 | 15,888 | 16,525 | 17,804 | 19,094 | 19,161 | 18,457 | 18,252 | 16,157 | 13,928 | 225,773 |
| 1977 | 2,857 | 1,496 | 14,990 | 17,559 | 16,840 | 16,249 | 15,648 | 15,735 | 16,258 | 18,344 | 18,501 | 18,456 | 18,185 | 16,275 | 14,010 | 221,403 |
| 1978 | 2,845 | 1,677 | 14,632 | 16,639 | 16,423 | 16,351 | 15,804 | 15,392 | 15,355 | 16,703 | 17,698 | 18,017 | 17,757 | 16,012 | 14,356 | 215,661 |
| 1979 | 2,857 | 1,639 | 14,594 | 15,873 | 15,470 | 16,043 | 15,924 | 15,414 | 15,080 | 15,686 | 16,060 | 16,947 | 17,221 | 15,739 | 14,223 | 208,770 |
| 1980 | 3,060 | 1,769 | 14,374 | 15,970 | 15,052 | 15,094 | 15,643 | 15,633 | 15,159 | 15,386 | 15,223 | 15,474 | 16,696 | 15,552 | 14,299 | 204,404 |
| 1981 | 2,961 | 1,689 | 13,972 | 15,887 | 15,174 | 14,861 | 14,879 | 15,394 | 15,493 | 15,479 | 14,809 | 14,643 | 15,568 | 15,271 | 14,561 | 200,661 |
| 1982 | 3,111 | 1,780 | 13,915 | 15,399 | 15,198 | 14,962 | 14,787 | 14,967 | 15,295 | 16,093 | 15,135 | 14,799 | 15,400 | 14,275 | 15,405 | 200,521 |
| 1983 | 3,159 | 1,868 | 13,985 | 15,175 | 14,742 | 14,946 | 14,848 | 14,678 | 14,837 | 15,796 | 15,614 | 15,166 | 15,288 | 14,312 | 15,329 | 199,743 |

These figures are compiled at September 30th of each year.

TABLE 10

# School Divisions
# Comparative Statement of Revenue and Expenditure

| Revenue | 1978 | 1979 | 1980 | 1981 | 1982 |
|---|---|---|---|---|---|
| Manitoba Government | $230,376,971 | $241,628,504 | $258,999,059 | $428,537,306 | $481,090,393 |
| Government of Canada | 1,807,937 | 2,149,326 | 2,207,640 | 2,722,634 | 2,783,954 |
| Municipal Governments | 165,698,958 | 185,428,438 | 215,290,679 | 102,882,653 | 121,521,090 |
| Other School Boards | 4,077,442 | 4,772,294 | 5,530,006 | 4,293,866 | 4,620,964 |
| Other Sources | 6,384,246 | 7,629,299 | 9,187,597 | 11,397,811 | 14,766,303 |
| Total Revenue | $408,345,554 | $441,607,861 | $491,214,981 | $549,834,270 | $624,782,704 |
| **Expenditure** | | | | | |
| Administration — General | $ 17,065,502 | $ 20,423,588 | $ 21,611,813 | $ 22,123,188 | $ 23,702,930 |
| Administration — Instruction | 22,261,885 | 24,095,491 | 26,388,968 | 25,036,328 | 20,975,577 |
| Instruction | 254,179,487 | 277,156,317 | 305,695,021 | 352,009,037 | 418,835,122 |
| Plant Operation and Maintenance | 46,206,419 | 50,183,535 | 55,981,905 | 62,338,843 | 71,608,791 |
| Transportation of Pupils | 17,770,739 | 19,322,106 | 21,955,287 | 25,280,313 | 29,088,025 |
| Other Services | 8,874,155 | 12,124,086 | 9,163,030 | 10,875,363 | 14,377,938 |
| Capital: Debt Servicing | 28,052,394 | 29,573,609 | 30,977,834 | 31,651,192 | 33,118,354 |
| School Buses | 1,992,026 | 2,148,127 | 2,899,012 | 5,372,854 | 5,073,980 |
| Other | 7,762,331 | 8,098,411 | 8,162,907 | 8,846,214 | 7,971,973 |
| Transfers | 2,270,451 | 2,393,405 | 6,752,281 | 4,107,168 | 2,354,001 |
| Total Expenditure | $406,435,389 | $445,518,675 | $489,588,058 | $547,640,500 | $627,106,691 |
| Surplus/(Deficit) for the Year | $ 1,910,165 | $ (3,910,813) | $ 1,626,923 | $ 2,193,770 | $ (2,323,987) |

1982 based on budgets.
1983 not available at this time due to change in reporting procedures.

TABLE 11

# Manitoba Student Aid Branch Loans and Bursaries

(as at December 16, 1983)

| | Number Applied | | Number Awarded | | | | Amount Awarded | |
|---|---|---|---|---|---|---|---|---|
| | Number Applied | Number Processed | Bursary Only | Loan Only | Bursary And Loan | Total | Bursary ($000) | Loan ($000) |
| **A. Secondary** | | | | | | | | |
| Regular | 5,027 | 4,321 | 3,386 | — | — | 3,386 | 1,064.6 | — |
| Adult | 751 | 626 | 565 | — | — | 565 | 312.1 | — |
| Frontier | 190 | 175 | 175 | — | — | 175 | 74.6 | — |
| Sub-total — Secondary | 5,968 | 5,122 | 4,126 | — | — | 4,126 | 1,451.3 | — |
| **B. Post-Secondary** | | | | | | | | |
| University of Manitoba | 4,125 | 3,922 | 4 | 3,188 | 432 | 3,624 | 293.0 | 10,167.8 |
| University of Winnipeg | 1,086 | 1,003 | 4 | 804 | 135 | 943 | 119.2 | 2,586.4 |
| Brandon University | 722 | 675 | — | 549 | 88 | 637 | 72.5 | 1,843.1 |
| Red River Community College | 1,408 | 1,440 | — | 1,120 | 158 | 1,278 | 159.0 | 3,802.2 |
| Assiniboine Community College | 306 | 282 | — | 222 | 27 | 249 | 17.5 | 830.0 |
| Other — In-Province | 1,341 | 1,214 | — | 885 | 227 | 1,112 | 388.7 | 3,628.8 |
| Out-Of-Province | 1,149 | 1,058 | — | 881 | 110 | 991 | 137.0 | 3,177.0 |
| Sub-total — Post-Secondary | 10,137 | 9,594 | 8 | 7,649 | 1,177 | 8,834 | 1,186.9 | 26,035.3[1] |
| **C. Special Programs[2]** | | | | | | | | |
| SOSAR[3] | 165 | 165 | 20 | — | 141 | 161 | 34.1 | 256.7 |
| Teacher Training and Handicapped[4] | 76 | 76 | 76 | — | — | 76 | 99.9 | — |
| Special Opportunity Loan | 10 | 10 | — | 10 | — | 10 | — | 12.3 |
| Manitoba Government Grant | 10 | 10 | 10 | — | — | 10 | 8.4 | — |
| Manitoba Government Loan | 5 | 5 | — | 5 | — | 5 | — | 4.5 |
| Dental Therapy | 10 | 10 | — | 10 | — | 10 | 60.0 | — |
| **Native Bursaries** | | | | | | | | |
| Secondary — Metis/Non-Status | 977 | 881 | 790 | — | — | 790 | 327.1 | — |
| — Status | 387 | 350 | 329 | — | — | 329 | 154.7 | — |
| Prince of Wales/Princess Ann | | | | | | | | |
| — Status | 435 | 435 | 160 | — | — | 160 | 40.0 | — |
| — Metis/Non-Status | 253 | 155 | 155 | — | — | 155 | 31.0 | — |
| Sub-total — Native | 2,052 | 1,821 | 1,434 | — | — | 1,434 | 552.8 | — |
| Sub-total — Special Programs | 2,328 | 2,097 | 1,540 | 25 | 141 | 1,706 | 755.2 | 273.5 |
| GRAND TOTAL*** | 18,433 | 16,813 | 5,674 | 7,674 | 1,318 | 14,666 | 3,393.4 | 26,308.8 |

1. Of the $26,035.3 loan awarded to post-secondary students, $1,111.8 is Manitoba Government loan rebate. Therefore, the actual amounts awarded to post-secondary students are $2,298.6 in bursary and $24,923.6 in loan.
2. These students (except SOSAR) are eligible for regular secondary or post-secondary assistance in addition to special awards. The number of individuals who applied is 16,958.
3. Special opportunity bursary for social allowance recipients. Of the $256.7 loan awarded, $255.1 is Manitoba Government loan rebate which alleviates the debt-load for high needs applicants.
4. Teacher training bursaries for music/drama, visual arts, library, and english language arts programs are not being offered in 1983/84. They accounted for 57 awards in 1982/83.

TABLE 12

# Manitoba Community Colleges Student Enrollment

| | Jan. 1/82 - Dec. 31/82 (r) | Jan. 1/83 - Dec. 31/83 (p) |
|---|---|---|
| ASSINIBOINE COMMUNITY COLLEGE: | | |
| Regular Day Courses | | |
| — Applied Arts | 72 | 21 |
| — Business And Administrative Studies | 283 | 266 |
| — Health And Personal Services | 136 | 107 |
| — Industrial And Technology | 392 | 412 |
| Sub-Total (Regular Day) | 883 | 806 |
| Adult Basic Education Courses | 856 | 729 |
| Evening Courses | 2,085 | 2,045 |
| Other | | |
| — Agricultural Training | 1,298 | 999 |
| — Apprenticeship Courses | 461 | 433 |
| — Special, Short, Refresher, And Completer Courses | 312 | 170 |
| — Management Development And Training-In-Industry | 15 | 89 |
| Sub-Total (Other) | 2,086 | 1,691 |
| Total — Assiniboine Community College | 5,910 | 5,271 |
| KEEWATIN COMMUNITY COLLEGE: | | |
| Regular Day Courses | | |
| — Applied Arts | 38 | 27 |
| — Business And Administrative Studies | 122 | 86 |
| — Health And Personal Services | 81 | 67 |
| — Industrial And Technology | 254 | 170 |
| Sub-Total (Regular Day) | 495 | 350 |
| Adult Basic Education Courses | 404 | 346 |
| Evening Courses | 1,183 | 1,229 |
| Other | | |
| — Apprenticeship Courses | 452 | 380 |
| — Special, Short, Refresher, And Completer Courses | 169 | 40 |
| Sub-Total (Other) | 621 | 420 |
| Total — Keewatin Community College | 2,703 | 2,345 |
| RED RIVER COMMUNITY COLLEGE: | | |
| Regular Day Courses | | |
| — Applied Arts | 454 | 423 |
| — Business And Administrative Studies | 1,970 | 1,912 |
| — Health And Personal Services | 671 | 688 |
| — Industrial And Technology | 2,125 | 2,088 |
| — Teacher Education | 127 | 117 |
| Sub-Total (Regular Day) | 5,347 | 5,228 |
| Adult Basic Education Courses | 1,863 | 1,532 |
| Evening Courses | 16,962 | 16,850 |

# Manitoba Community Colleges Student Enrollment (continued)

| | Jan. 1/82 - Dec. 31/82 (r) | Jan. 1/83 - Dec. 31/83 (p) |
|---|---|---|
| Other | | |
| — Apprenticeship Training | 1,717 | 1,493 |
| — Correspondence Courses | 225 | 253 |
| — Special, Short, Refresher, And Completer Courses | 925 | 970 |
| — Management Development And Training-In-Industry | 162 | 32 |
| — Teacher Education — Summer Courses | 182 | 228 |
| — Evening Courses | 28 | 88 |
| Sub-Total (Other) | 3,239 | 3,064 |
| Total — Red River Community College | 27,411 | 26,674 |
| PROVINCIAL SUMMARY — ALL COLLEGES: | | |
| Regular Day Courses | | |
| — Applied Arts | 564 | 471 |
| — Business And Administrative Studies | 2,375 | 2,264 |
| — Health And Personal Services | 888 | 862 |
| — Industrial And Technology | 2,771 | 2,670 |
| — Teacher Education | 127 | 117 |
| Sub-Total (Regular Day) | 6,725 | 6,384 |
| Adult Basic Education Courses | 3,123 | 2,607 |
| Evening Courses | 20,230 | 20,124 |
| Other | | |
| — Agricultural Training | 1,298 | 999 |
| — Apprenticeship Courses | 2,630 | 2,306 |
| — Correspondence Courses | 225 | 253 |
| — Special, Short, Refresher, And Completer Courses | 1,406 | 1,180 |
| — Management Development And Training-In-Industry | 177 | 121 |
| — Teacher Education — Summer Courses | 182 | 228 |
| — Evening Courses | 28 | 88 |
| Sub-Total (Other) | 5,946 | 5,175 |
| Provincial Total — All Colleges | 36,024 | 34,290 |

(r) indicates revised enrollment data for the calendar year 1982
(p) indicates preliminary enrollment data for the calendar year 1983